THE Debater's MAGAZINE

A Quarterly Journal of Debate and Speech Activities

September, 1946

ARTICLES

DISCUSSION, PUBLIC SPEAKING AND DEBATING—Kenneth G. Hance.
SPECIAL TYPES OF DEBATE—Edd Miller.
EVALUATION OF THE INTERCOLLEGIATE FORENSIC PROGRAM—Ed Betz.
SELECTING THE DEBATE QUESTION—Forrest H. Rose.
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HOW EASY IS DISCUSSION?
EDITORIALS AND TECHNIQUES.
BOOK REVIEWS AND NEWS NOTES.
1946-47 DEBATE QUESTIONS—High School and College.

VOL. II No. 2

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VARTISY DEBATE RESEARCHERS
MARQUETTE UNIVERSITY
SCHOOL OF SPEECH
625 NORTH 15th SUREET
MILWAUKEE, WISCONSIN

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VOL. II No. 2

Discussion, Public Speaking and Debating

KENNETH G. HANCE
Northwestern University

DISCUSSION may be conveniently defined as "the co-operative deliberation of problems by persons thinking and conversing together in face-to-face or co-acting groups under the direction of a leader[1]." The two principal types of discussion groups are the learning and the policy-determining — the former designed to assist in the exploration of a problem for the purpose of knowing more about it, the latter designed to provide the means of securing a solution to a problem. Discussion may be conducted in a face-to-face situation or in a co-acting situation, in which case such methods as the panel discussion, the symposium, the dialogue discussion, and the forum-lecture may be used to advantage.

Public speaking may be defined as "the oral communication of ideas and feelings to others in a co-acting (audience) situation." Whether the audience be large or small, the speech be formal or informal, the purpose be to inform, to convince, to actuate, to impress, or to entertain, the basic principle is the same—a speaker is communicating to an audience.

Debate has been defined as "competitive discourse among two or more advocates who are committed to logically incompatible positions on a specific proposition[2]." Each advocate, in other words, is obligated to present his best possible case (or portion of a case) in support of his point of view on the proposition. His purpose implies persuasion regarding the solution to a problem which he believes to be the best. Whether the form be that of educational debate (e.g., traditional or cross-question) or that of legislative debate under the rules of parliamentary procedure, the ultimate purpose is essentially the same: to determine policy through persuasion.

DISCUSSION

As previously noted, discussion is a speech activity which is concerned with the deliberation of problems, the purpose being to learn or to effect a solution. Perhaps the most convenient way to consider this subject is to explore (1) some of the implications of the definition, (2) some of the methods of discussion, (3) some of the specific forms of discussion, and (4) some of the ways in which this activity may contribute to the goals which we have previously considered.

IMPLICATIONS OF THE DEFINITION

If discussion is the co-operative deliberation of problems by persons thinking and conversing together in face-to-face or co-acting groups under the direction of a leader, it thus begins with a problem, which may be one of three kinds: fact, value, or policy. A factual problem raises the question, Is this true? That of value raises a question as to the goodness or badness of something, and that of policy is concerned with what should be done in a given situation.

It is apparent, also, from the definition that discussion implies reflective and co-operative deliberation, the process of thinking through a problem without any commitments or predetermined conclusions. In short, the spirit of inquiry is at the heart of the ideal discussion; and that person who maintains the maximum of objectivity and co-operation approaches the ideal in

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(1) O'Neill, J. M., Foundations of Speech. 1941.

(2) McBurney, J. H., and Hance, K. G., Principles and Methods of Discussion. 1939. This and other references to discussion are based upon this volume.

(3) Sarett, Lew, and Foster, Wm. T., Basic Principles of Speech. Boston: Houghton, Mifflin Co. 1936.

(4) Quarterly Journal of Speech. Vol XXX. 1944. Pp. 444-452.

point of view and in participation. Likewise, discussion implies directed deliberation, or the presence of a leader who has the task of helping the group to realize its possibilities in problem solving. The definition also suggests the fact that discussion may be conducted in the face-to-face situation, in which each participant is a potential contributor, or in the co-acting situation, in which there is a well-defined audience and a central source of stimulation to which the listeners are responding. Such methods as the panel discussion and others are designed for this situation. Finally, the definition implies that discussion may be conducted as a learning or as a policy-determining enterprise. In the former case the group explores the problem either for the purpose of developing skills in the discussion process itself or for the purpose of understanding the problem under discussion. In the latter case the group discusses the problem for the purpose of coming to a conclusion which may be the basis of future conduct by this group or by another group to which the decision may be presented.

METHODS OF DISCUSSION

Implicit in the proper concept and conduct of discussion as a useful activity are several methods, three of which may well be considered here. Inasmuch as discussion presupposes adequate preparation, constructive participation, and competent leadership, these three problems are at the heart of the process.

Contrary to the impressions of some uninformed persons, discussion does require thorough preparation; not of the type that leads a participant to take a dogmatic or a final position to be carefully defended, but of the type that prepares him to deliberate competently upon a problem. Ideally this preparation is a continuous process, based upon wide reading and interest in social problems. It also consists of well-defined direct preparation, consisting of specific reading upon a given problem and of the construction of what may be termed a discussion outline. This outline may well be constructed around the five aspects of any problem: definition, analysis, proposal of possible solutions, discovery of tentative solution, and discovery of suggestions for putting the best solution into operation. It should be emphasized that discussion does not imply "the pooling of ignorance" or the presentation of random observations upon a problem. While its purpose is to promote information and understanding, it presupposes as much preparation as possible. Hence, it pools and correlates information and tentative conclusions, not ignorance.

Participation is also another important factor in good discussion. Inasmuch as the purpose of every discussion is to find the truth in order to solve the problem, it is important to get people to express their ideas in such a way as to contribute to the thinking of the group. Frankness, intellectual honesty, and respect for others are attributes to be desired in discussion; and the teacher and participant should strive to attain them. Similarly, a method of contribution which attempts to report one's thinking on a question is necessary if discussion is to achieve its potentialities.

Leadership, not only with respect to discussion in the more limited sense but also with respect to one's relation to fellow citizens in any co-operative activity, is a third factor. The discussion leader will need to direct his energies toward getting the discussion started effectively, securing thorough deliberation, securing the best possible participation on the part of the members, keeping the discussion clear and well summarized, and handling conflict skillfully. He will need to be a person with a knowledge of discussion, an alert mind, the ability to diagnose human beings, a high degree of objectivity, and the ability to phrase his thoughts and those of others concisely and clearly. He will be the catalyst, the guiding agent, the co-ordinating force in any good discussion.

SPECIFIC FORMS OF DISCUSSION

The process of discussion may be conducted by and for a small group or by certain persons for the benefit of a larger group, which later participates in a forum period. The former (face-to-face group) is what is commonly termed the round-table; the latter (the co-acting group) may be conducted by means of the panel discussion, the symposium, the dialogue-discussion, and the forum-lecture. The panel discussion is a method in which a few persons (the panel) carry on a discussion in front of an audience, which usually participates later in a question-and-answer period. The symposium is a method in which two or more persons, under the direction of a chairman, present in separate speeches the various phases of a problem. The dialogue-discussion is a method in which two persons, using the question-and-answer method primarily, discuss a problem in front of an audience, which participates later in a period of questions directed at one or both of the speakers. Ordinarily one of the speakers serves as chairman and questioner, and the other as the respondent. The forum-lecture is a method of discussion in which one person presents a speech followed by a question period which is participated in by the audience. The purpose of the lecture is to explore a subject and to inform the audience concerning one or more phases of it.

Implicit in the consideration of the four discussion methods for co-acting groups is the presence of the forum, or question period. This part of the discussion process has at least four principal uses: (1) to permit the audience to secure further information and to correlate ideas upon the problem; (2) to protect the audience from being misled by a presentation which may create erroneous impressions unless subjected to questioning; (3) to permit the introduction of material which might otherwise not be included in the discussion; (4) to give the audience an opportunity to participate.

CONTRIBUTION TO THE GOALS

In what respect may a knowledge of these principles and methods of discussion, as well as competence in the practice of them, be of use in meeting the social and personal needs? Without attempting to present a carefully documented case for the point of view, one may conclude that discussion may not only make informed and understanding persons and articulate persons but also do much to train the mind and the character. The very act of thinking reflectively according to the logical pattern influences one to think in an orderly manner. There is also training in careful definition and analysis of a problem, including attention to values which are desired in any proposal. In addition, there is careful treatment of proposed solutions; and there is reasoning as to their validity. The very process of reflective thinking forces one to phrase his thoughts exactly, and the process of group deliberation encourages economical and exact phrasing in order to make one's contributions clear and meaningful to the group. Similarly, discussion should aid in training the character. Reflective thinking requires keenness of mind in order to penetrate into a problem to determine its causes and to speculate as to the solutions. Tolerance and compassion can be cultivated through discussion if anywhere. Participation in a group where ideas are presented and rejected in a spirit of co-operative search for a solution to a problem should produce at least some measure of concern for the attitude of other persons. Finally, discussion should cultivate a fine balance of initiative and concern for others. It means co-operation and group responsibility, and it should exert an influence in the direction of a balance between individualism in thinking and group effort in pooling contributions toward a common outcome. In short, discussion serves a useful purpose in introducing the student to vital problems and in developing critical and co-operative attitudes toward the ideas which he attempts to communicate to others, with whom he is working to achieve satisfactory solutions to these problems.

PUBLIC SPEAKING

As previously noted, public speaking may be defined as the oral communication of ideas and feelings to others in an audience situation. The purpose may be to inform, to convince, to actuate, to impress, or to entertain. Whatever the purpose, the important business of the speaker is to have something to say and to say it effectively in order to influence others in desirable directions. Genuine public speaking, as well as training designed to effect competence in speaking, should be based upon thorough knowledge of the subject, upon character that is honest and sincere, and upon respect for one's audience—the classical factors of information, character, and good-will.

This conception of public speaking, which originated with Aristotle and which has been advocated by the great teachers of virtually all ages, conceives of public address as more than mere delivery or embellishment. It includes five constituents; namely: invention, arrangement, style, delivery, and memory, each of which deserves some comment here. Together, these constitute the rationale of good public speaking.

INVENTION

Invention is that constituent which is concerned with the theme and its supporting materials, with the modes of persuasion in the speech, and with those factors which border upon audience analysis. This constituent deals with those elements which give substance and solidity to the speech. A thorough study and application of the principles of invention embodies detailed analysis of the principal topics associated with each of the five types of speaking, particularly the means of analysis and development of each type of subject. Even more important, it leads to a consideration of the three modes of persuasion: (1) that which arises from the character of the speaker (ethical), (2) that which consists of emotional appeals, and (3) that which is related to logical development, argumentative or expository.

Ethical persuasion relates to the impact of the speaker upon his hearers, an impact that is good in the degree that the speaker gives evidence of being competent, of good character, and with an attitude of good-will toward his audience, an impact that arises from the speaker's reputation, his person, and his speech composition. Emotional persuasion is concerned with the means of gaining responses by appeals to such emotions as pity and fear in order that impetus and power may be given to the arguments of the speaker. Logical argument refers to the means of developing an expository subject or of advancing support of a proposition. It consists of principles governing facts and expert opinions used as evidence, and of those pertaining to the modes of reasoning by induction or deduction. The nature of each of these factors in proof, the tests of validity, and the nature of error in their use are all incorporated in the rationale of logical argument. Another factor of importance in invention is audience analysis, or the treatment of those matters in the auditor to be considered by one who wishes to achieve a favorable response. Also, a complete rhetoric does not neglect consideration of proofs or of the relations of the speaker, speech, and audience. It conceives of rhetoric as being more than sophistry or "show"; it is the serious business of proofs and interaction between the speaker's message and an audience.

ARRANGEMENT

This point of view, however, does not neglect the other constituents, one of which is arrangement, that factor which is concerned with the parts of the speech: introduction, body, and conclusion. Here attention is drawn to the purpose of the opening of the speech, together with the means of introduction (narrative, question, or statement of theme) and with the means of

effecting a transition to the body. Attention is also drawn to the body, to its purposes, and to the means of developing expository and argumentative themes. Likewise, attention is paid to the conclusion, to its purposes, and to the means of development (summary, application, or motivation.) In essence, this constituent of rhetoric treats of the ordering of those materials which have been selected according to the principles of invention.

STYLE

This complete body of rhetorical principles also advances theories of style regarding word choice or word combination. Here one is directed to principles of sentence structure, to factors of concreteness, to figures of speech, and to similar items in the process of phrasing materials which have been selected and arranged.

DELIVERY AND MEMORY

This complete rhetoric also treats of delivery, oral and visible expression. In addition, it includes memory in both its limited and its broad aspects. In the former the student is acquainted with the principles of mnemonics or word memory, and in the latter with principles of general preparation or the acquisition of a body of materials in broad categories which can be drawn upon in the specific preparation of a speech.

Thus conceived, training in public speaking is broad and thorough. It is more than training in style or delivery; it places proper emphasis upon the subject matter of speech, and it places great weight upon those ethical and psychological principles that should be brought to bear upon communication. It is thus more than a study of embellishment, of making sounds, of exhibiting graceful movements, or of securing glib recitals of perhaps specious arguments.

What can training in this type of public speaking do for a student? Clearly, it should develop competence in the fundamentals of speech: voice, bodily action, diction, construction, and style. It trains the student to grapple with a problem, analyze it, organize materials concerning it, and communicate these materials in the best possible manner. It should develop desirable qualities of character because of its stress upon the factors of ethical persuasion and upon the rigorous application of logical factors to the proofs of the speech. Clearly, it should develop the many qualities of leadership which are vitally necessary in a democratic society.

DEBATE

A previously noted, debate is a speech activity which is concerned with advocacy; it consists of the presentation of cases pertaining to propositions. Whatever the form of debate, or its relation to discussion and public speaking, certain considerations and problems exist; and the student of this phase of speech activity may well explore them. He should note, for instance, that educational debate is designed to train *advocates* (a natural and very necessary procedure in a democratic society) and that it is a useful training for all citizens, not only those in the law or in public positions. The ability to present a case with clarity and conviction is an accomplishment worthy of any person's attention; and educators would do well to encourage the proper training of advocates as well as of persons skilled in deliberation, or discussion. After all, every person has occasion to become an advocate; and the proper training of the advocate, including the knowledge of *when* to be an advocate, is highly important.

It is perhaps unnecessary to observe here that debate training, properly conceived, embodies a full consideration of all of the constituents previously associated with the ideal type of rhetorical training (invention, arrangement, style, delivery, and memory.) It is certainly not training in artifice, in delivery alone, or in mere embellishments. Rather, it places invention in its proper central position and thoroughly explores all of its elements.

Perhaps the most convenient way to consider the subject of debate is to explore (1) some problems of preparation common to all forms of debate, (2) some special problems of preparation for each of several types of debate, and (3) the relations of parliamentary procedure to debate.

PROBLEMS COMMON TO ALL FORMS OF DEBATE

The student of debate will need to explore such topics as, the proposition, investigation, analysis, synthesis (case), proofs, and attack-and-defense. Just as discussion begins with problems, so debate has its inception in a proposition—a statement of judgment, which may be one of fact, value, or policy.

Investigation, which is designed to acquaint oneself with the ramifications of the proposition, usually can best be conducted by means of the Investigation Sheet or Self-Questioning Sheet. This instrument can well consist of a number of questions grouped under such headings as: definition of terms, background, the *status quo*, the proposal of the affirmative, and alternatives (the last three items being, of course, particularly applicable to propositions of policy). If carefully prepared, this instrument shauld provide one with a comprehensive survey of all aspects of the proposition and should lead quite inevitably into the analysis stage of preparation, wherein one attempts to discover the issue.

Analysis can profitably be conducted along the line of the so-called stock issues, or categories of thought common to all subjects for debate. For instance, one may begin his analysis with a consideration of the stock issue: Is there a need for a change? He may then proceed to the issue: Is the affirmative proposal a satisfactory change? Then to the issue: Is this proposal the best change? From these stock issues he may proceed to the phrasing of general issues pertinent to the specific proposition, then refine these issues down to sub-issues of such degree as he may wish.

Synthesis, or case construction, can well be conducted in the light of an understanding of the proof require-

ments of both affirmative and negative, and of the types of cases which can be designed to uphold these proof requirements. In particular, the negative case of pure refutation, defense of the *status quo,* attack on the affirmative proposal, "repairs," and counter-proposal will need to be considered in detail. At this point the construction of an argumentative outline will prove to be useful, perhaps even necessary.

The arraying of proofs will lead to a consideration of evidence and reasoning, together with the use of all of the standard bodies of information pertaining to these materials. Similarly, there will inevitably be a thorough study of the available means of attack-and-defense, with respect to both broad method and specific means of approach and organization. In particular, one will need to explore fallacies in reasoning, errors in the use of evidence, and such special methods of attack-and-defense as rejecting arguments, matching arguments, using arguments, and refuting arguments.

PROBLEMS COMMON TO TYPES OF DEBATE

Debate as a process of thinking and speaking may be conducted in a variety of ways. In educational circles the form commonly thought of is that in which two teams are arrayed as affirmative and negative, with certain sequences of speeches (constructive and rebuttal) being provided. This educational debate may be observed in the traditional form of one constructive and one rebuttal speech for each debater; in the cross-question form of constructive speeches, cross-questioning, and rejoinders; and in such variations as the problem-solving debate, legislative assemblies, and the like. In any case the debater will need to conduct his preparation as previously suggested, prepare speeches of such character and length as the type of debate indicates, and prepare material of attack-and-defense for rebuttal speeches or for question-and-answer procedures.

Outside of the educational process, debate is observed in deliberative bodies, the form usually being termed parliamentary debate. Here there may be no array of teams as in educational debate, but all of the elements of advocacy and of clash will be present. As in the educational types, the premium will be placed upon thorough preparation, complete case construction and support, and thorough study of attack-and-defense.

RELATION OF PARLIAMENTARY PROCEDURE TO DEBATE

An integral part of parliamentary debate is not only the practice of advocacy of one's side of a given proposition but also the practice of what is commonly termed parliamentary procedure, or the methods of conducting business in a deliberative assembly. It is important that parliamentary procedure be regarded not as an end in itself, or as a body of materials designed to restrict the activities of a group, but as a means to the orderly conduct of business in a *democratic* manner. It is also important to note that every rule and every item of procedure is designed to secure and promote such democratic principles as order, fairness to all, will of the majority, protection of the minority, and thorough deliberation before action. In short, the parliamentary form of procedure is based upon something deeper than a set of mechanical rules for the conducting of business. Underlying it is a fundamental philosophy which is essentially identical for all types of organization functioning in the democratic manner.

The student of debate and parliamentary procedure will need to study the basic principles of parliamentary law, the general classifications of motions, the motions in each classification, the purposes of each motion, and the specific regulations governing each motion. In addition, he will need to familiarize himself with the many privileges and responsibilities of a member of a parliamentary assembly. He will want to understand the meaning of such privileges as those of free participation in debate and of opposition and protest. He will also want to become aware of such obligations as those of frank and earnest participation and of accepting, at least for the time being, the decisions of the group as binding upon his own actions. Only thus will he become a skillful practitioner of both the letter and the spirit of one of the essential procedures of a democratic society.

The contribution of knowledge of, and competence in the practice of, these principles of debate to the task of meeting the social and personal needs is obvious. A brief synthesis may thus suffice at this point.

It is quite self-evident that training in debate as here outlined should prepare competent advocates, persons skilled in the processes of investigation, analysis, case construction, and defense of one's position. It should make persons articulate, well informed, and aware of those character and personality traits that go far in making advocates acceptable to their listeners. In addition, competence in debate, together with the willingness to make use of the resources of debate, will tend to make those practicing it capable members of a society that will represent a happy medium between the poles of anarchy and dictatorship. This will be true for the reason that a society composed of such persons will reflect the popular will, but at the same time will be comparatively free from both ignorance and the unrestricted use of propaganda.

THE ORGANIZATION AND CONDUCT OF CLASSROOM PROGRAMS IN DISCUSSION, PUBLIC SPEAKING, AND DEBATE

While classroom procedures pertaining to these aspects of speech will, of course, vary in terms of the interests of the teachers, there are certain broad outlines that may suggest points of emphasis at least.

DISCUSSION

A classroom course in discussion constructed according to the point of view previously described will probably consist of lectures, classroom recitations, discus-

sions, and quizzes. Through the medium of lectures, textbook readings, and classroom recitations based upon the lectures and readings, the students will be acquainted with the important principles and methods of discussion. Among these topics will be: the nature of discussion, the purpose of discussion, the values and limitations of discussion, occasions for discussion, problems for discussion, preparing for discussion, participating in discussion, leading discussion, the role of facts and expert opinions in discussion, the logical pattern of discussion, the modes of reasoning in discussion, obstacles to reflective thinking, resolving conflict in discussion, discussion in learning and in policy-determining groups, and special methods of discussion—the panel, symposium, dialogue, and forum-lecture.

Experience has shown that inasmuch as the students learn by doing, provided they have both competent direction and criticism, considerable time should be devoted to actual work in discussion. Consequently, ample opportunity should be provided for both the round-table and the co-acting methods, with considerable emphasis upon the former because of the values of the abundant practice which this method affords and because of the fact that it is the form taken by committees, boards of directors, and other bodies in which the student will probably find himself frequently in after-school life.

With these assumptions and principles in view, the following use of a five day per week allotment of time may be most useful: (1) Devote the first and perhaps the second period to a study of the theory of discussion, probably considering in order the topics named above. The work of these two periods may take the form of lectures, recitations, working of exercises and problems, and analyses of discussions which the students have observed or the scripts of which they have read. (2) Devote the third period to a demonstration panel-discussion, symposium, dialogue, or forum-lecture, a forum or question-and-answer period to be included in each instance. It is assumed that at least a few minutes will be reserved for a critique by the teacher and perhaps by one or more students. (3) Devote the fourth and fifth periods (better yet, a two-hour period on one day if the schedule should permit) to round-table discussions in which all members of the class can participate. If the class numbers more than ten persons, it will be well to divide the total into two or more groups in order that the round-table will not become unwieldy. If possible, each group should meet in a separate room, although two or more groups have carried on entirely adequate discussions in a classroom of the typical size. On some occasions it may be advisable to direct each group, if two or more round-tables are meeting concurrently, to select a member to prepare and present to the entire class a brief report of the deliberations of his group. In this way the reporter will receive practice in reproducing the steps in reflective thinking covered by the round-table; and, in addition, the members of other groups will have the benefit of knowing what transpired in each of the several round-tables. Again, it is assumed that time will be reserved for comments by the teacher, who perhaps spent all of his time with one group or perhaps divided his time among the groups meeting concurrently.

The problems selected for discussion in both the face-to-face and the co-acting situations will, of course, vary with the interests of the teacher and the students, the issues of the hour in school life, and the more important social questions of the hour. It may be well to begin with problems on the personal interest level and move out to those of more profound social significance; but, again, individual circumstances and purposes may suggest other procedures. In any event, the students should be encouraged, even required, to observe high standards of preparation and participation irrespective of the level of the problem selected for discussion.

PUBLIC SPEAKING

A classroom course in public speaking constructed according to the point of view previously described will probably consist of lectures, classroom recitations, speeches, and quizzes. As previously suggested in the case of a course in discussion, the body of principles will be presented by means of lectures and demonstrations by the teacher and by means of textbook readings and recitations based upon these readings. Probably such topics as the following should be included: the nature of public speaking and its place in everyday life; some basic principles of speech; problems of confidences and poise; directness; bodily action; the voice; finding, choosing, and arranging materials; the introduction; the body (exposition, argument, persuasion); the conclusion; some problems of style; and special types of speeches.

If it be assumed that students learn most fully by actual speaking with criticism, considerable time should be devoted to speechmaking and to allied exercises on the platform. In all probability the use of single speeches, rather than forms of discussion like the panel and the dialogue, will prove to be of the maximum value inasmuch as this type of exercise will bring to bear all of the factors of delivery and composition which are of particular concern in public speaking.

With these assumptions in mind, the following use of the five periods per week may prove satisfactory: (1) devote not more than two periods to lectures by the teacher, recitations, quizzes, and work on other matters of theory; (2) devote at least three periods to organized programs of speeches, with at least seven students appearing on the platform each period. While, of course, many types of speeches, together with many subjects, are available for these programs, the following suggestions may indicate one possible direction which the work may take:

Speech 1.—Self introduction (name; other personal

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Special Types of Debate

By Edd Miller
University of Texas

For many years debate coaches and debate teams have been experimenting with various special types of debate as a means of enlivening and enriching the debate program. These debating forms offer change and variety to the debate program, and often come as a relief both to the debaters and to the audiences. Many of these special types of debate have a good deal of audience appeal, and most debaters enjoy the occasional change from the orthodox type of debate. As supplements to the regular debate program, they have a very decided value. In some respects, even, they are more popular and valuable than the orthodox debate. Nearly all the special types of debate call for a more direct and apparent clash between the two teams than is found in the orthodox type. In meeting arguments and in training for quick thinking, they sometimes surpass the regular form of debate.

No debate, however, can be either of real interest or of real value unless it rests on a firm foundation. The firm foundation of debating is composed of two elements: a thorough investigation of the proposition, and an adequate, thorough analysis of the proposition. Unless these two elements are well taken care of by the debater, the debate is just so much wasted time. Methods of thorough investigation and analysis have been more than adequately treated by almost all writers on debate and argumentation. Every text on the subject contains one or more chapters on how to investigate and analyze a proposition correctly. These treatments, for the most part, are excellent. It is the purpose of this article, however, to add to the material on methods of analysis by suggesting the use of some of the various special types of debate as a means of analysis.

Analysis may be defined as "the process of discovering the issues"[1] and arraying the chief arguments on both sides of the proposition. Analysis is of fundamental importance to good debate. Upon an accurate analysis depends the reliability of the debate. If the major issues are not discovered, then the debate is worthless and simply a time-consuming exercise. If, on the other hand, the analysis is accurate and penetrating, there will be a clash on the real issues of the proposition, and the chief and most important arguments on each side will be brought forward. The value of the arguments in the debate depend upon the careful selection of the issues inherent in the proposition, and the selection of the inherent issues depends, in turn, upon an accurate analysis of the proposition. As Pelligrini and Stirling point out: "We can readily see that the importance of analysis in argument cannot be exaggerated. An entire argument, laboriously prepared and effectively presented, may be brushed aside as irrelevant if it can be shown that it is not based on the issues inherent in the proposition."[2]

Just what does an analysis of a proposition include? What is the method of analysis? Pelligrini and Stirling include four items in their consideration of the method of analysis: "(1) the historical setting of the proposition; (2) an accurate and clear definition of its terms; (3) the exclusion of irrelevant and admitted matter; (4) a thorough consideration of all the possible arguments on both sides of the proposition."[3] In their book, O'Neill and McBurney also consider four items in the analysis of a proposition: "(1) Arraying the arguments; (2) Excluding matter that is not significant; (3) Organizing the arrays; and (4) Contrasting the affirmative and negative arrays."[4] In an article in *The Gavel of Delta Sigma Rho,* William Sattler considers three inter-related phases in the analysis of a proposition; "(1) the division of a problem into constituent parts, (2) the identification of relations of implication among the parts, and (3) the discovery of the issues."[5] From these sources, it might prove worthwhile to attempt to draw up a composite list of the methods of analysis and the items which an analysis of a proposition should include. Such a composite list would include, it seems to me, at least the following: (1) an accurate definition of terms; (2) the exclusion of irrelevant, admitted and unimportant matter; (3) an array of the chief arguments of each side; (4) an understanding of the relationships between the various arguments; and (5) from all this, a discovery of the issues of the debate.

Assuming then, that these five items shall constitute the important things to be considered in an analysis of

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*Reprinted from the September 1945 number of the Southern Speech Journal.

(1) James Milton O'Neill and James Howard McBurney, The Working Principles of Argument, 1937, 50.

(2) Angelo M. Pelligrini and Brents Stirling, Argumentation and Public Discussion, 1936, 64.

(3) Ibid., 65.

(4) Op. cit., 59.

(5) William M. Sattler, "Some Values of Discussion in the Investigation and Analysis Phases of Debate." The Gavel of Delta Sigma Rho, Vol. 25 (Mar.-May, 1943), 55.

(6) For an explanation of values and methods in using organized discussion techniques in the analysis phase of debate, see the article by Sattler, Ibid., 54-55, 68.

(7) A brief summary and a bibliography for each of these (and other) types of debate can be found in an article by Milton Dickens, "Newer Types of Debate and Debate-Discussion." The Gavel of Delta Sigma Rho. Vol. 23 (Mar., 1941), 52-54. See also, Carroll Pollock Lahman's Debate Coaching, A Handbook for Teachers and Coaches (1936), Second Edition, Chapter II.

(8) William M. Sattler, op., cit., 55.

(9) For one method and time-schedule in preparing the debate squad, see Kenneth G. Hance, "Adapting 'The Teaching Cycle' to Debate." The Quarterly Journal of Speech, XXX, (Dec., 1944), 444-450. In Professor Hance's method, the use of these special types of debate would come at the last part of the second step, "Getting a Perspective."

a proposition, how, then, can we best set about accomplishing these goals? For the most part, these goals are achieved either through conscious or deliberate discussion of the debate proposition. Usually, in squad meetings, informal discussions are held by the entire group under the direction of the coach as a leader. Or, it may be, that organized procedures of group discussions are used in attempts at analysis of the proposition.[6] These discussion methods are extremely useful and valuable in analysis. At the same time, however, they offer little more than a laboratory test of the arguments, issues, etc., important in analysis. Most debaters must supplement their pre-debate analysis with the lessons learned by the trial and error method in the first two or three debates. Thus, for example, a debate may show that arguments considered important in the pre-debate analysis are really unimportant in actual debate. Sometimes the first few debates of the season develop into mere quibbles over the meaning of terms, the statment of issues, and so on. In the orthodox type of debate, this sort of idle argument can continue throughout the debate, because there is no opportunity for a direct clash or a direct question and answer exchange to determine exactly what the opposition means. In order for the orthodox debate to be of most value, it is necessary that both sides be pretty well agreed as to analysis. This usual type of debate is not flexible enough to take into account possible differences of opinion regarding analysis. Some intermediate step is needed to bridge the gap between the often inconclusive and incomplete discussion process in which analysis takes place and the end-product, debate, where arguments based on the analysis are presented. Some activity is needed that will do two things: (1) continue the process of analysis and make it more complete, and (2) test the results of analysis under actual debating conditions.

These two goals can be achieved by the use of some special types of debate as a stepping stone from informal discussion analysis to formal debate. In order to accomplish the two ends set forth above, the types of debate used in this process must allow for either a direct clash of opinion or a question-answer period or both. Consequently, I am suggesting the use of the following types of debate as supplemental aids in analysis of a proposition: the cross-question (or Oregon type), the heckling debate, the direct clash debate, the court-trial debate, and the direct question debate.[7] Each of these, it will be noticed, by providing for direct clash of arguments or by a question-answer period meets the two tests set forth above for a satisfactory middle step between analysis and debating.

How well do these types of debate meet the five criteria for an accurate analysis of the subject? Are they suitable to an analysis according to the five steps we have set up? First, an accurate definition of terms: While this matter can be largely worked out in the pre-debate discussion period, still there are bound to be differences of opinion about the meaning of terms in the actual debate situation. In all except the direct clash debate of those listed above, these differences of opinion can be easily solved with a few direct, pointed questions. In the orthodox debate, several speeches would be required to accomplish the same thing. In addition, a particular meaning of a term may be tried out in one of these special types of debate and be given the test of actual debating conditions. The worth or value of a definition may thus be determined without unnecessary and time-taking quibbling.

Our second necessary item in an analysis of a proposition was "the exclusion of irrelevant, admitted and unimportant matter." Again, using the special types of debate as a proving ground, we will be able to determine by the question-answer or direct clash techniques which material is important, which unimportant. That which should be excluded from the debate can be discarded and the debate proceed to a consideration of more fundamental, important matters. And when the time for using the orthodox debate comes, the team will not waste time in consideration of unimportant or irrelevant material.

The third element in an analysis of a proposition dealt with the arraying of the chief arguments of both sides in the debate. Here, it seems to me, these special types of debate perform their most important "bridging" function. In an informal discussion analysis, it is sometimes difficult to decide exactly what the more important arguments are. Often the attitude is taken of "seeing how it goes over in an actual debate." But if the special types of debate are used before the first round of orthodox debates, the direct clash and the question-answer period will decide which arguments are to be kept by the affirmative or the negative and which rejected. The direct clash debate will be especially useful here in testing arguments. Those arguments which survive a good exchange in a direct clash can be safely assumed to be good arguments.

The fourth consideration in our steps in analysis was an understanding of the relationships between the various arguments. This understanding can be achieved not only through the method of group discussion,[8] but also through the use of any of the special types of debate. Fallacious effect-cause or cause-effect reasoning will certainly be brought out by the use of questions and direct clashes. A lack of clear connection between the various arguments or parts of arguments will be made evident in these types of debates.

The fifth and last item in the analysis of a proposition dealt with the discovery of the issues of the proposition. It is assumed that certain issues will have been decided on before this intermediate step is used. These potential issues can then be tested through the use of the special types of debate and the real issues discovered.

When should these types of debate be employed? In the preparation of the debate squad, the first two steps are usually the investigation and the analysis of the

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Evaluation of the Intercollegiate Forensic Program*

By Edward S. Betz, *College of Pacific*

At its spring meeting the Province of the Pacific held a unique student evaluation discussion of the forensic program as conducted in the western area. The discussions were completely student guided and only students participated in the sessions. The panels became more than gripe sessions, for out of them developed certain concrete suggestions for the improvement of debate, oratory, extemp, and impromptu contests.

Four sections were set up to deal with the above contests; each met twice during the tournament, first to consider what was wrong (or right) with the contest in question and second to propose certain specific methods of improving it. In order to stimulate the thinking of the panel members, preliminary statements for each of the above sections were prepared by the tournament director with the assistance of Dr. Robert Clark of the University of Oregon and Dr. Joseph Baccus of the University of Redlands. Using these statements as "points of departure," the student panels drew up their own critical evaluations and recommendations. These deserve consideration by every director of forensics as well as by directors of tournaments. When they are tested from the professional director's point of view, it must be remembered that these statements represent what students, (free from faculty supervision or direct guidance of their discussion think about the contests and their conduct.

The following is a summary of the findings of the panels as written up by the chairmen and secretaries of each section. These are the student evaluations and student recommendations.

DEBATE

Problem 1. What is wrong (right) with intercollegiate debate?

a. Inadequate judging is one of the major faults of intercollegiate tournament debating.
b. Too many months are spent on the consideration of a single subject.
c. In tournament debating there is a growing tendency toward over-use of statistics and argument from authority to the detriment of the use of logical materials.
d. Debate tends to develop, or provide the situations which make possible the development of, a "shyster" attitude on the part of some speakers.
e. Many debaters do not really "debate," but simply repeat superficialities with assurance.

Problem 2. What do you propose to improve intercollegiate debate?

a. Judging could be improved by the nationwide adoption of a uniform ballot containing adequate instructions for the use of the judge and a sufficient number of points on which to evaluate the speakers.
b. A debate proposition should be selected for each semester.
c. Something other than the traditional two-man style of debate should be used. Debate tournaments are "in a rut."
d. More speaking before audiences should be the aim of debate squads.
e. Student evaluations leading to action should be included in more debate tournaments; there is too much talking and too little action in intercollegiate forensics.
f. It might be wise to eliminate the use of argument from authority in tournament debating in order to counter its apparent growth.

ORATORY

Problem 1. What is wrong (right) with intercollegiate oratory?

a. The oratory contest gives the student an opportunity for sincere expression of his personal feelings and ideas.
b. There is great value in the preparation of an oration, for it allows concentration on developing a spoken style through a combination of speaking and reading.
c. In most orations there is a lack of balance between logical and emotional appeals.
d. Artificial, mechanical delivery of orations is probably the result of presenting them in empty rooms.
e. Judges seem to have no adequate concept of what an oration is and as a result there is too much variation in the standards of judging.
f. Ballots by judges do not provide for a practical evaluation of each speaker.

Problem 2. What do you propose to improve intercollegiate oratory and the conduct of the contest?

a. There is a need for a regulation ballot containing a definition of oratory and a space for individual criticism by the judge of each contestant, the

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latter to be so arranged as to be immediately available to the contestants.

b. Judges should be adequately briefed on the mechanics of the contest as well as on the nature of the oratory. Three judges should be available for each round.

c. Tournament directors should provide audiences through public invitation and advertising as well as through the use of college classes in speech and related fields.

d. Standardization of these procedures should come within the entire western region for each season of participation.

EXTEMPORE SPEAKING

Problem 1. What is wrong (right) with the intercollegiate extemp contest?

a. There are no clear objectives in this contest.

b. Topics drawn each round are frequently too narrow demanding considerable factual information rather than individual analysis.

c. Judging is inadequate due to the lack of standards and the failure of judges to give individual criticisms.

d. Extemp speaking is the best contest in the intercollegiate tournament system. Even with its shortcomings, it comes the closest to presenting a life situation and developing better speech habits.

Problem 2. What do you propose to improve this contest?

a. The objectives of extemp should be to test the speaker's ingenuity, ideas, and ability at clear presentation.

b. No general subject should be announced; topics should be of general nature drawn from current events and stated broadly enough to allow for flexibility in direction of approach.

c. Clear statement of the objectives of the contest and standards of judging should be given to the judge. These standards should be uniform throughout the country. Individual criticism blanks should be used and the results sent to the speakers after the tournament.

IMPROMPTU SPEAKING

Problem 1. What is wrong (right) with intercollegiate impromptu speaking?

a. There is a place for impromptu speaking in contests, for in later life this type of speaking is very common.

b. Impromptu speaking helps the speaker to learn to organize his thoughts quickly while on his feet.

c. Present contests in this field are almost completely lacking in objectives.

d. There is a definite tendency for this contest to promote glibness in speech.

e. The speaker has little opportunity to improve through criticism in this contest, for no one seems to know what constitutes good impromptu speaking.

f. Judging in this contest is at its worst, for there seems to be a prevailing opinion that anyone can judge impromptu.

g. In the conduct of the contest there has frequently been cheating when one contestant informs a friend what the topic is.

Problem 2. What improvements would you suggest for this contest?

a. The specific purpose of the contest should be determined and made known to contestants.

b. Ballots providing for critical evaluation of speakers should be used by judges and the results made known to the speakers.

c. Impromptu topics should be drawn from general fields.

d. Each speaker should have a different topic.

e. Judges well trained in speech should be used in this contest.

CONCLUSIONS

It is notable that these students came to almost unanimous agreement that both the judging and the objectives of intercollegiate forensics are inadequate. In part, the criticism of judging may have been due to the inevitable conflict between debater and judge, but frequently expressed was the need for methods of judging that would make constructive criticism readily available to the contestants. Clearly also, the present generation of tournament speakers is interested in knowing why they are participating in tournaments and what they are supposed to be learning by the process of repeating the same procedures over and again for the entire year.

The implications of these discussions are clear: if student needs are to be met then the recommendations which have been made should be put into effect insofar as they are educationally desirable and administratively practical. Certainly much can be done to standardize ballots and procedures. Pi Kappa Delta has occupied a leading position in this area and might go even further.

Comment on Foregoing Article

By Roy D. Murphy
Professor of Speech, Southwestern Louisiana Institute Lafayette, Louisiana

Upon the request of Professor E. R. Nichols, editor of *The Debater's Magazine*, these comments are being submitted regarding an article entitled "Evaluation of the Intercollegiate Forensic Program" which appeared

in the May, 1946, issue of *The Forensic*.

The Province of the Pacific is to be congratulated on holding the unique student evaluation discussion of the forensic program as conducted in the Western area which precipitated the *Forensic* article. Inasmuch as students throughout the United States probably have similar ideas regarding the intercollegiate forensic program as it is conducted in their respective areas, it might be well for us to consider rather seriously the student evaluations and recommendations as outlined in the aforementioned article.

Let us examine the student evaluations and recommendations regarding debate. They are of the opinion that the judging is inadequate. This is accepted in some circles as being one of the major faults of intercollegiate tournament debating. Assuming that the judging is not up to par, it may not be an altogether bad situation. The debater must remember that in later life most of his speaking will be done before men and women who will not have been trained in speaking and listening. It might be worthwhile for a debater to receive a few "bad" decisions just to have the experience of attempting to persuade both laymen and well trained, experienced judges to accept his point of view.

In connection with judging, the students suggest that the judges be supplied with a uniform ballot with "a sufficient number of points on which to evaluate the speaker." It is possible that this would not be as desirable as it may seem, because if the judges were supplied with such a ballot, it could keep them so busy scoring that they would miss the fundamental issues of the debate. This could result in many unjust decisions being rendered.

The students of the Province of the Pacific seem to be of the opinion that too many months are spent in considering a single subject. They also voice the opinion that many debaters do not really "debate," but simply repeat superficialities with assurance. Let us consider these opinions. If many debaters simply repeat superficialities with assurance, it is quite possible that they do not have enough time to devote to the subject, even though many months are spent in its consideration. Surely those who have spent adequate time on a subject should not be guilty of repeating superficialities. Those who study the question thoroughly should be aware of the basic truths and facts, and debate accordingly. Let us remember that many of the propositions that have been debated in recent years have been worthy of lengthy study and discussion. The very nature of many debate questions makes it impossible for a debater to handle them intelligently without having devoted several months to their study and discussion. It is quite possible that superficialities might even be more prevalent if fewer months were devoted to the study of debate proposition. Furthermore, if less time were spent in considering a debate subject it could lead students to believe that it is not necessary to spend a great deal of time in gathering material for any address, discussion or debate. It should be remembered that, if one is to handle a subject well, he must spend a considerable amount of time in preparation. Students should not lose sight of the fact that the life of a conscientious college student is a busy one. Even speech majors have a limited amount of time each week to spend on the debate proposition, and it should, therefore, be considered for several months in order to enable the debaters to acquire a thorough understanding of the basic issues and implications.

The students are of the opinion that there is a growing tendency toward the overuse of statistics and argument from authority to the detriment of the use of logical materials. Unwise debaters may be guilty of such debating, but it seems that there is no reason why a debater cannot reason logically and support his opinions and reasoning with evidence which should not only include statistics and argument from authority, but also examples and comparisons. Debaters handle controversial issues. Their opinions regarding either side of the question and their reasoning on either side of the subject may be strengthened considerably when supported with evidence. If we eliminate evidence from debates, they might degenerate into verbal exercises wherein the speakers would compete by merely articulating vague abstractions and glittering generalities. Such debating, in all probability, would further promote the development of a "shyster" attitude on the part of some speakers of which the students of the Western area disapprove.

The students of the Province of the Pacific have gone on record as favoring something other than the two-man style of debate. They stated that tournaments are "in a rut." No doubt, some senior debaters consider tournaments to be "in a rut," but for most freshmen debaters, the two-man style of debate is a new, refreshing experience that usually requires more than one year to master. Then too, many tournament directors do provide new experiences for students by including in their schedule of events forms of discussion and debate other than the traditional two-man style. Probably, it would be well to further encourage the development of other styles of debate, but the time is probably not ripe for discarding altogether the traditional two-man style.

In further considering debate, the students concluded that student evaluations leading to action should be included in more debate tournaments. If the students would have reflected for a moment they would have realized that many student evaluations may have led to action in recent years. During the past four years, they debated free trade, compulsory arbitration of labor disputes, international police force and federation of the United Nations. Action has been and is being taken on these subjects. No doubt, many students have had the pleasure of seeing their evaluations placed in action. It should be remembered that a considerable amount of talking and speaking usually precedes action on issues of national or international significance. No doubt, the

students may be expecting a little too much if they are of the opinion that their evaluations should lead to action at the tournament. They could hardly expect the leaders of the world to listen to an intercollegiate debate tournament on Friday and Saturday and formulate an international society Saturday evening which would be based on the evaluations just articulated by the debaters.

As suggested by the students, more speaking before audiences should be the aim of debate squads. Most coaches, especially during the war years, have undoubtedly out of necessity neglected this phase of their debaters' training.

The student evaluations and recommendations regarding oratory, extempore speaking and impromptu speaking include many sound suggestions that should be executed in the not too far distant future. However, they do make certain suggestions that should be considered rather seriously before final action is taken. These suggestions are, that there is a need for a regulation ballot, that there is too much variation in the standards of judging, and that standards of judging should be uniform throughout the country.

There are contests in the United States that do employ regulation ballots. Two of them are the Future Farmers of America's public speaking contest and the American Legion oratorical contest. Many of those who have attempted to use regulation ballots find that the judges become so absorbed in scoring the speakers on certain phases of their performance that they do not have time to listen to the speakers or their speeches and, therefore, fail to render intelligent decisions. The regulation ballot has its disadvantages.

In the individual contests it is doubtful that judging can or should be standardized, because unorthodox style sometimes contributes to a speaker's effectiveness. Speakers who win individual contests consistently seem to have mastered most of the accepted principles of effective speaking which they apply in contests, and in addition, they go just a bit further to win by capitalizing on some unorthodox or unusual mannerism, personality trait, or method of expressing their ideas. If standards were uniform, some speakers would be penalized for applying unusual techniques that elevate them above average speakers. Likewise, some speakers who excel even though they have not quite mastered certain principles, would also be penalized unjustly. Certainly, Winston Churchill is considered to be one of the great speakers of our time even though his delivery is not fluent, and the late Franklin D. Roosevelt is considered to be one of the great speakers of our time even though he may have nodded his head too much to please some students of speech.

Furthermore, standards probably should not be uniform, because students of various sections of the United States might find that such standards, if adhered to in actual speech situations, would not enable the speakers to meet adequately the speech demands of their area of the nation.

In concluding these comments, let it be reiterated that the Province of the Pacific is to be congratulated for having conducted this unusual student activity. We are fortunate to have these student opinions. They should enable us to make necessary, desirable modifications, and they should also enable us to guide our students in clarifying their thinking on certain phases of the intercollegiate forensic program.

Comment

By P. J. Harkness
Northern State Teachers' College, Aberdeen, So. Dakota

In the May issue of *The Forensic*, Professor Betz has contacted the real critics of any speech program — namely those who participate.

The criticism of debate judging can be compared to baseball umpiring. In baseball very strict rules are passed each year, but the interpretation of the same is as varied as the decisions of debate judges. After all, debaters are selling their products to the public and no stringent rules will govern the public opinion. My answer to my debaters when they disagree with a decision is "You didn't sell your product to that customer."

I do agree heartily with the statement concerning the tendency of the "over use of statistics and argument from authority." As an old debate coach I can't blame the young men in the field. In colleges and universities, class exercises begin and end too often with quoted material. Because some one has taken time away from teaching or has been ambitious to write a book that the publishing companies think will sell, he or she becomes an oracle in whatever line of thought they pursue. Too often, graduate work is a compilation of reference material without application of logic or reason. When the director of a graduate course comes to class armed with six or seven volumes of wisdom and proceeds to read from these texts to a class for four weeks —and then assigns twenty more large tomes of opinion to be read in that time, the young debate coach has no time to learn logical reasoning. He is just passing his training technique on to the young college debaters and they in turn recite their lessons. I cannot agree with the suggestion made to eliminate the use of argument from authority in tournament debating. Then the debater will be on his own and the speeches prepared by the coach to be memorized and presented will sound more logical.

Oratory has been my choice of speech training. If an orator will take time to get a real message prepared and has the personality to accompany his speech, he can be very effective. The question of a regulation ballot arises here again. You can have all the ballots you wish, but if a judge disagrees with what you say that ends the

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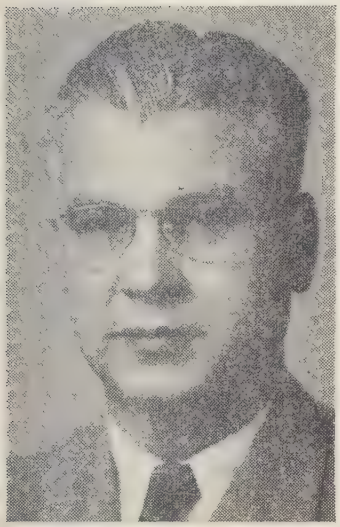
Selecting the Debate Question

By Forrest H. Rose



Dean Forrest H. Rose,
Cape Girardeau Teachers College, Missouri
Chairman College Selection Committee, 1945-46

The Editor of *The Debater's Magazine* has asked me to write an article on how the Committee on Intercollegiate Debate and Discussion of the Speech Association of America functions in its thankless task of attempting to obtain three suitable debate propositions for submission to the votes of the colleges and universities of the nation interested in debate. This article will explain how the Committee operated last year under my chairmanship.

The first step in organizing the work of the Committee was setting up an agenda. Members of the Committee met at the annual convention of the Speech Association in Chicago and agreed upon a general agenda with regard to the work of the Committee, particularizing with regard to each step in the process of question selection including dates when the various steps were to be completed.

The next step was the gathering of suggested propositions. Each chapter of the organized forensic fraternities was asked to submit to its National Secretary one or two propositions which it thought suitable for debate. These completed lists were sent to the Committee Chairman who compiled them, together with a list which he obtained from unaffiliated colleges, into one long list. From this compiled list, each Committee Member was asked to select ten questions which he thought were possibilities. When the lists of ten questions were received from each Committee Member, the Chairman compiled them, eliminating duplications and grouping the rest into general topics, and resubmitted them to the Committee Members for a preferential ranking.

When the preferential rankings were returned to the Chairman, he selected, as had been previously agreed upon, the five questions, or topics, standing at the top. Each Committee Member was then asked to submit phrasings for each of the five questions. When the phrasings for each of the questions were received by the Chairman, he compiled the phrasings, according to question, and these phrasings were then sent out to each Committee Member for study. Naturally, considerable correspondence resulted—as it should at this stage of the game, for the phrasing of the question is most important even if some debate directors feel that the Committee Members give little thought to this part of the procedure—and a preferential vote was then taken on the phrasings. More time was consumed in this step of the procedure than in all the rest put together, and this in spite of the fact that the Committee were fairly unanimous in their preferences as to phrasings; perhaps the time taken was the cause of the unanimity. In any case, when the Committee had arrived at phrasings which were representative of the thinking of the Members, those phrasings were submitted to the forensic

Dean Charles H. Layton, *Muskingum College*
Chairman College Committee, 1946-47

fraternities and the unaffiliated colleges and universities for a preferential vote.

Briefly, the work of the Committee outlines itself as (1) obtaining a list of possible debate questions by canvassing the forensic society chapters and the unaffiliated colleges and universities; (2) reducing this list to from three to five questions; (3) phrasing these three to five questions; (4) submitting these phrasings to a preferential vote of the colleges; (5) announcing the question finally selected by the colleges.

The briefness of this article does not indicate that the Committee began its work fairly early and kept at it conscientiously until the final three questions were in the hands of the society Secretaries for canvassing the society chapters. The job takes about five months of consistent effort. The amount of letter writing is vol-

H. G. Ingham
Chairman of N. U. E. A. Committee on Debate

uminous, especially for the Chairman. He is the clearing house for the entire Committee. Every member writes him about the various propositions and he compiles all the letters and submits them to all Members; otherwise, there would be no way for Member A to know what Member B was thinking with regard to a certain proposition or a certain phrasing. Consequently, single spaced letters of eight pages are no novelty.

To make the work proceed rapidly and orderly, every Committee Member must feel his obligation to the cause; and my experience has been that he does. He must adhere to the agenda previously agreed upon by the Committee. He must understand thoroughly the procedures agreed upon by the Committee and must follow them. Delay on the part of one member means delaying the work of the entire Committee. Co-ordination of the work of the Committee can result only from complete co-operation of the members.

Critics of the work of the Committee and the ques-

Dr. Bower Aly
Editor of the Annual N. U. E. A. Handbook and Supplement

tions produced by the Committee—and there are critics, believe me; vociferous critics—must recognize that the Committee Members are all familiar with the general rquirements which a debate question should meet, that they are fully cognizant of what is going on in the world of affairs even if they don't know solutions, and that they conscientiously give the debate world the best of their abilities in this work.

In closing this, may I make a plea that debate directors give careful thought to questions turned in for the Committee's consideration? For example, what would you, as a Committee Member, do with "Resolved, that the insufferable machinations of labor leaders should be prevented by law"? An exaggeration? Not at all. Helpful to the Committee? Likewise!

The way in which the annual high school subject is chosen does not differ essentially from the way in which the college is chosen except that more is done at the National Speech Convention where several meetings of those interested in the state high school debate organizations are held, committees appointed to work on different possibilities, reports rendered and a decision made. The rest of the procedure in getting a statement phrased are similar to the college procedure. Professor Harold H. Ingham, who heads the N. U. E. A. Committee on Debate usually presides at the meeting at the convention and takes the leadership in getting the selection made and the question phrased. He also does a great deal of work in getting free material for the debaters and supplementary material that may be purchased. Dr. Bower Aly has edited the N.U.E.A. handbook and supplement on the high school question for a number of years and always produces an extremely valuable and usable set of books which sell much more reasonably in price (because of quantity production) than the usual debate helps.

simply wouldn't do. And the style used would have to be one with audience appeal.

Various proposals for the substitution of discussion for debate as a means of attracting an audience had been made in the debating journals. But we didn't want another discussion program. The air was full of them, run by professionals. We wanted a debating program. And, with our newly-acquired interest and experience in the use of Oregon style for campus debates, we felt that its audience-attracting possibilities were far greater than any of the discussion-debate methods. The decision was to use regular Oregon style debating with 6-5-5 timing in this form:

	Minutes
First affirmative questioned by second negative	5
First affirmative questionad by second negative	5
First negative constructive speech	6
First negative questioned by first affirmative	5
Second affirmative constructive speech	6
Second affirmative questioned by first negative	5
Second negative constructive speech	6
Second negative questioned by second affirmative	5
Negative rebuttal-summary	5
Affirmative rebuttal-summary	5
	54

One other important question was whether to use manuscripts or not. M.I.T. debaters were traditionally opposed to the use of memorized or written speeches, and we didn't allow our own teams to use them. On the other hand, written speeches for the radio debates undoubtedly would give us closer control over the ideas expressed. Weighing the pros and cons, we felt that the increased size of audience (expected from extempore debating) would more than outweigh the lack of censorship, so extempore debating won; manuscripts were out.

From the audience standpoint, we also felt that it was important for the listener to have some way of distinguishing the affirmative and negative teams, other than the announcer's introduction. Couldn't we arrange things in some way so the speaker's voice would identify his team? The obvious solution, of course, was to debate some of the better girls' teams. A person in the audience, in a debate between men and women, could not possibly become confused as to the identity of the speaker. This device proved successful, but was limited by the number of well-qualified girls' teams in the vicinity. This doesn't mean that we felt girls' teams, as such, were poor; on the contrary, one of the best debates of the season was against a pair of girls at Bates College, Lewiston, Maine, and the Wellesley team made a good showing at the Dartmouth tournament. But there were only a limited number of girls' teams in the Boston area, and some of these had been organized only recently and were still relatively untrained; we finally had to give up the idea.

Some of the debaters made use of every opportunity to give the program audience appeal. One afternoon the late President Roosevelt made a broadcast on the same network just before our program went on the air; in fact, the start of the debate was delayed because of it. The president's subject was not related to the topic for debate, or at least we thought it wouldn't be. While we were waiting for the light to go on, indicating that we were on the air, we noticed that Ray, one of the M.I.T. debaters, was missing. This just about gave us heart failure, because we were expecting to go on the air any minute, and Ray was the first affirmative speaker. As chairman, I began preparing to pinch-hit for him. Finally, as the program started and the announcer was making his preliminary remarks, Ray rushed in. We found out soon enough where he had been—in his opening remarks he quoted from President Roosevelt's speech of a few seconds before. He'd been in another studio listening to the broadcast, and somewhere in that talk he found a quotation or two he could use in his constructive speech. For debating purposes, the quotations were unimportant, but for psychological effect, they were priceless.

MANAGING THE PROGRAM

A sizable student staff was necessary to run these programs, for at the time the radio series started (the first two or possibly three years), we had neither a coach nor a faculty member responsible for debating.

We were not at all happy about the lack of a debate coach or director. Judging from the sporadic history of debating at our school in the past, we knew that without faculty help sooner or later our organization was bound to fold. Although we did our best, we knew that in some respects, such as making arrangements for visitors on our campus, we were not doing a very good job. Relations with the network were good, but we felt that our program could be put on a much more stable and permanent basis if the arrangements were made by a member of the faculty rather than by students. And although our won-lost average told us we were not doing badly in debating, we knew that faculty help would improve the quality of our meets, especially with radio debates. When we presented this situation to the faculty and administration, action was taken; but for two or three years prior to this, the radio program and all of our other debating activities were managed by students.

The student debate manager was responsible for arranging all debates (radio, tournament, contract, exhibition, freshman, and practice). Under him came a radio debate manager, who had full responsibility for every phase of the radio programs. The radio debate manager in turn had several assistants who wrote letters and helped him run the program. We usually had three persons on hand at the studio for the broadcast, other than debaters, judge, and studio personnel. They were (1) the radio debate manager, who acted as chairman, director, and announcer, (2) an assistant, who took care of studio guests, who arranged the stage fur-

nishings, and who ran last-minute errands, and (3) a timekeeper. The studio announcer opened and closed the program, using script written by the student manager, and the rest of the announcing was done by the student manager himself. This job has been described in the same language as that used by Sherman in his concise description of war. The chairman had to introduce each speaker in order, pointing out to which team the speaker belonged. And since we were using Oregon style, he had to introduce two people, the questioner and the witness, at the beginning of each of the four questioning periods—without getting mixed up. Moreover, he had to keep an eye on the time to make sure the timekeeper was adjusting the length of speeches properly to bring the debate to a close at the proper moment. He had to anticipate the end of each speech, either by watching the time or by listening to the tone of voice used by the speaker, and signal for the next speaker to approach the microphone fifteen or thirty seconds before the preceding speaker finished. The job required a chairman who could keep on his toes every minute; we often wondered why, but somehow or other the programs always seemed to turn out all right.

Timing cards were used, of course, to keep the debate on schedule. They were silent and simple to use. When the debate got off schedule, due to someone stopping before his time was up, the timekeeper brought it back on schedule by adding that amount of time to the next questioning period. We never worried about the debate taking too long—if a speaker started talking overtime, the chairman quickly stepped in with a polite but firm, "Thank you, Mr. Jones. And now . . . ." We warned our visitors in advance that they would not be allowed to talk overtime, so interruptions by the chairman were seldom necessary except to conclude the questioning periods.

Scheduling the debates was something of a problem. We didn't want to repeat subjects or debate the same school twice in the same year. Yet, with a bi-weekly program all through the school year (fall, winter, and spring), a large number of debates were involved. Fortunately we had a fairly large varsity—eight men—and a squad of about thirty. We used our top eight men for radio, trip, and tournament debating almost exclusively, allowing the other members of the squad to participate in the usual campus contract debates. In this way, using two-man teams, each pair of men on the varsity had plenty of time to prepare for the next radio debate. Since we were using our thirty squad members against the varsity teams of other schools in most of our campus debates, we did not expect them to do very well. They favorably surprised us (and themselves too, I think). This method of scheduling left our eight most experienced men free to concentrate on the radio debates and the tournaments.

Finding the right opponents for the radio series was another problem. There were a fairly large number of good debating teams in the Boston area (Boston College, Holy Cross, Harvard, Boston University—and the Norfolk Prison Colony!) but we didn't want to use any one school more than once a year in radio, and one of the preceding institutions found it impossible to travel even a short distance, so we soon had to go farther afield. Johns Hopkins, in Baltimore, could always be counted on for a good debate, and although we were hesitant about inviting them to come all the way to Boston for one debate, we were greatly pleased when they accepted. Most of the time we had to rely on schools in our own vicinity, repeating if necessary.

At first we had trouble getting prompt replies to our invitations, especially from schools where the correspondence was handled by students. We knew the exact radio schedule about two months in advance, and so had to arrange debates promptly in order to give both teams time to prepare. Sometimes schools would delay a week or even two weeks in replying. Our student radio manager eased the situation by putting a paragraph in every invitation reading, "So that we may have time to invite another school if you are unable to attend, *an immediate answer is imperative.*" Although some schools still delayed in replying, most of them responded promptly, some by airmail.

JUDGING

The judge's decision was another problem. Harvard, which at that time had had more experience than M.I.T. in radio debating, used on its programs three judges who sat in a room where they could hear the debate but not see the speakers. The judges sent their decision to the announcer via messenger during an interlude of recorded music.

We tried this system in a few debates but quickly abandoned it. The use of recorded music between the debate and decision seemed likely to cause a listener to think the program concluded. Three judges were not satisfactory because they never were of the same high caliber possible when only one judge was obtained. The announcement of the decision to the audience without some sort of explanation as to why the decision went to the affirmative (or negative) team seemed likely to promote misunderstanding on the part of the listeners.

During one of the first debates of the series, when we were still using the three-judge system, the judges were three local politicians, all Democrats. They happened to be out of office at the time, as I recall, but both teams quickly learned of their affiliation. The topic for debate was not a political one—or rather, it wasn't until the teams learned who their judges were to be. Now of course all four debaters knew that a debate is supposed to be judged on the merits of the *debate*, not on the merits of the *question* or on the political affiliation of the speakers. But they reasoned that the judges, being inexperienced at this sort of thing, either would not know the rules of debate, or would ignore them. The inevitable result was that the two teams vied with each other throughout the debate to see who could more strongly praise the current national administration. All four debaters did their best to convince the judges that they, personally, were lifelong Democrats. The humor-

ous part was that three out of the four debaters happened to be staunch Republicans!

Our mistake, of course, was having politicians for judges, rather than someone qualified to judge on the merits of the debating. This was one more sign to us to change to a single, well-qualified critic judge, and we lost no time in acting accordingly.

For the rest of the series the single critic judge was placed in the studio where he could watch the actual debate. With one or two unfortunate exceptions (such as the woman teacher of speech who gave the decision to the affirmative because it used better diction) the judges were well qualified men who knew how to judge the quality of debating done. The announcer introduced the judge immediately after the conclusion of the last rebuttalist, and the judge then explained to the radio audience his decision and the reasons for it. He was allowed to talk until the end of the program (except for the final statement of the announcer, of course), and this usually amounted to about four minutes. Judges liked this system, we liked it, and occasionally letters from the audience indicated that they liked it too.

AUDIENCE REACTION

All of this time, we were curious about the number of listeners. The network told us that the listening audience was large, but there was no tangible proof. Mail was not overwhelming; to be truthful, we seldom got any. We weren't selling anything, so we couldn't judge by sales. We often wondered if maybe we weren't talking to the thin air. The answer came in no uncertain terms.

One afternoon we were debating a local girls' school. Both teams had agreed, as usual, to stay off dangerous subjects relating to the war. One of the girls found it necessary, in support of her team's case, to point out that Great Britain had mishandled certain international situations. We never did learn exactly what happened next, but rumor has it that an Army officer, listening to the broadcast, phoned the radio station and threatened to report the matter to the F. C. C. unless the program were cut off the air. At any rate, the program *was* cut off the air. And then the phone calls *did* start. There were over twenty stations in the network, and only one was located in Boston, but that one station must have had a tremendous audience. Phone calls poured in, jamming the switchboard. Operators answered the calls as fast as they could, but only a few could be answered. The debaters said later the place was a madhouse, trying to explain to the public what had happened.

That night, talking it over, we figured that for every person interested enough to phone, there must have been many listening to the program who did not phone. And with an audience of that size on one station, the size of the 20-station network must have been big enough to please anyone.

Fortunately, network officials took a common-sense viewpoint of the situation and did not allow the incident to have an effect on continuation of the series. They did ask us to be a little more careful; we stressed the idea to our own teams and to visitors even more strongly than we had before, and (thank Heaven) the incident was not repeated.

Another mishap occurred that must have puzzled the audience, but complaints were negligible. It was early in the fall. The studio was being remodeled, and one of the workmen had a compressed air hammer. We didn't mind him *having* the hammer, but we did mind him *using* it on the wall of the studio in the middle of the broadcast. He was on the other side of the wall, and didn't know we were on the air. The studio announcer rushed out, accompanied by a few words of mild profanity, and silence soon reigned. Then fifteen minutes later the noise started again. I happened to be at the microphone at the time; if you have ever tried talking in competition with an air hammer, you know how I felt. The only thing to do was talk louder, which I did. Out went the announcer again, and this time his profanity was not so mild. That night a friend said he thought it was just static! We charged it off to experience.

Our greatest thrill came at the end of the season. The team was proud of its record, made against the strongest teams in the vicinity. But we still wondered how the audience felt about it. One day a postal card settled the matter. It was from only one listener, but we were easy to convince. The card said something like this:

"I've listened to your debates this season. They're one-sided. Why don't you debate some stronger opponents?"

That was enough; we were sold.

NETWORKS ARE GROWING MORE AWARE OF IMPORTANCE OF SCHOOL MARM

*Reprinted by permission of New York World Telegram, from the February 27, '46 number, Page 19.

By Harriet Van Horn

If we would have our teachers gladly teach, their place in society should be slightly more sanctified and considerably more secure.

This is a sentiment you hear again and again, particularly from parents whose 10-year-olds are expert at rhythmic dancing and finger painting but can't read a page of simple prose.

With the world growing hourly more complex and the times more troubled, it's not an easy legacy we're bequeathing the uprising generation. Besides a million small chores—diplomatic and scientific—not yet done, it includes the peace of the world, not yet won. In such stern times the responsibility of our teachers becomes a responsibility to history. Are they equipped for the job? Many wise and competent people think not.

Radio, all of a sudden, and in ringing tones, has interested itself in this crisis in education. Three programs, in a little more than a week, have taken more than casual cognizance of the problem.

America's Town Meeting of the Air tomorrow night will feature a panel of six educators, including two classroom teachers, discussing "How Can We Get Better Teachers for Our Schools?" Among them: Dr. Karl Bigelow of Teachers College, Columbia University; Dr. W. H. Lemmel, superintendent of schools in Wilmington, Del.; Mrs. Eleanor Gimbel, secretary-treasurer Spokesmen for Children; Maynard M. Boring, personnel director for General Electric and a member of his local school board, and Mary Titus, teacher at Cammack Junior High School, Huntington, W. Va., and Dr. Paul Brandwein, science teacher, Forest Hills High School, Long Island.

The Quiz Kids, whose precocity would make me feel close kin to the village idiot if I were their teacher, are conducting a contest at the moment to find the nation's outstanding teacher. Students are urged to write letters describing their favorite teacher and how her influence has enriched their lives.

Letters will be read by a committee of academicians, including the president of Notre Dame. The teacher considered most worthy will be granted a year's scholarship for graduate study, all expenses paid, plus a thousand dollars.

I wish more radio programs, instead of giving away new cars, diamond rings, fur coats and such, would give away scholarships. Truth or Consequences, it must be said, once did just that. A young lady contestant who wanted to study singing was sent to a conservatory of music for two years. All expenses paid. This is one of the stunts that "People Are Funny" and "Detect and Collect" could borrow with a clear conscience.

* * *

The best summation of the teaching problem was made on a recent Sunday by Orson Welles, whose program is better than you might think. True, he is a renegade in the ranks, an actor stepping out of character. But he is more provocative than many of his peers.

A mother who wished to break her son of the comic book habit asked Welles for advice. The answer, he told her, was education. "Junior must be taught to like something better than the comic books. This won't happen until the biggest salaries in our land go to teachers instead of to movie actors and radio speech makers. Teaching is the highest profession a man or woman can aspire to. And since we live under a profit system, the highest profits ought to go to the best people in the most important job. And the most important job is teaching.

"When you hear somebody ask whatever happened to Mary Smith and the answer comes back, 'Poor Mary, she seemed so promising but she never amounted to anything at all—she's teaching school.' That's all wrong. The answer ought to be, 'Oh, Mary—she really made good. She's the pride of the family and the big breadwinner. She's teaching school!' "

SPEECH CONTEST SECTION

THE NATIONAL FORENSIC LEAGUE CONTESTS

The results of the nationwide contests of the National Forensic League which was held at Northwestern University, Evanston, Illinois, May 6 last, and of the regional, sectional, state and district contests which preceded the finals are summed up in the following article which attempts to give a brief sketch of the final winners with their pictures which were graciously loaned to us by the *Rostrum* of the NFL.

The National Forensic League will hold its contests in Oratory, Extempore speaking, and the three declamations again this season culminating in finals at some central location April 26th and 27th. The place of the national contests finals will be selected in December at the time of the National Speech Convention.

JOE SNIDER—EXTEMPORANEOUS SPEAKING

To give an adequate account of Joe Snider, of Seminole High School, Okla., winner of the NFL Finals in extemporaneous speaking, will take more space perhaps than we can give. He has been active in his high school career in debate, extempore speech and journalism, and has distinguished himself in all three.

Joe Snider was born in Seminole, Okla., July 25, 1928. His education has been in the Seminole public schools, and it is an outstanding record in scholarship and school activities. Joe's father, G. N. Snider, is a barber in Seminole.

In addition to ranking in the upper ten per cent of his class, Joe has found time to edit the high school paper, *The Big Chief*, and for four high school years has debated, participated in extemporaneous and radio speaking in the tournaments and has an impressive list of victories leading up to his victory in the NFL finals at Evanston, May 6.

For instance, in debate, his team placed third in the state contests at Oklahoma University, while the Seminole first team took the state championship. The next two years his team was second each time at the Oklahoma A. and M. contests. In 1946, his team, now senior and first team, won the Classen Interstate Meet at Oklahoma City, placing first above 77 teams, and won the

WINNER IN
EXTEMPORANEOUS SPEAKING
JOE SNIDER, *Seminole, Oklahoma*

DRAMATIC READING WINNER
RAE JUNE DECKER,
DuQuoin, Illinois

ORATORICAL "DEC" WINNER
BARBARA ANN FRANK,
Longmont, Colorado

ORIGINAL ORATORY WINNER
FRANK VAN DE VELDER, *Jacksonville, Florida*

HUMOROUS "DEC." WINNER
JIM TITUS, *McKinley High School, Canton, Ohio*

Panhandle A. and M. tournament, at Goodwell, Okla., over 18 interstate teams.

In extempore speaking his record is just as brilliant, if not more so. In 1945 he placed first at the Dallas tournament against 43 others from Texas, Kansas, Louisiana, Arkansas and Oklahoma; this same season he duplicated at the Classen Inter-state against most of the same group; this same season he won first in the conference and district meets, and took second in the state finals at Oklahoma City—a fair record for one season. In 1946 he repeated his wins at the Classen Inter-state, the Panhandle A. and M. meet, the Dallas Inter-state; the Sooner Star conference meet; and the district meet at Ada, Okla. Finally, he won the state championship at Oklahoma University, and the finals at Evanston, May 6, in the NFL system, which runs from local through districts, sections, and regionals up to the semi-finals and finals.

Joe has not announced his plans for college, but it is to be hoped he will continue his interest in speech, wherever he matriculates.

RAE JUNE DECKER—DRAMATIC READING

Miss Rae June Decker, winner of first in dramatic reading, was born in Detroit, Mich., March 13, 1930, is a sophomore at DuQuoin High School, Illinois, and is the daughter of Mr. and Mrs. Ray Decker, of DuQuoin. Miss Decker is the fifth national winner from the DuQuoin High School in the last ten years. To win her way up to final victory May 6 in the NFL nationals at Northwestern University, Miss Decker won the local, the district NFL held at DuQuoin, the sectional, at Greenville, the state, at the University of Illinois; the regional, at the University of Iowa, and the semi-finals at Elgin, Illinois.

The reading which she used was taken from Edith Wharton's story "Ethan Frome." Miss Decker began her interest in speech culture and dramatic reading at the Ward grade school in DuQuoin, where she influenced her teacher to start a class in expression. In high school Miss Decker found encouragement in the work of Paul Hibbs, assistant principal and head of the speech department, and his assistant speech instructor, Miss Paricia Stevens. The work of Mr. Hibbs is largely responsible for the many national victories won by DuQuoin. The school was so appreciative of Miss Decker's national victory that they declared a holiday, the chamber of commerce honored her at a special program, and the town had a parade. The United Electric News gave her a two-page illustrated display write-up, and the local newspapers were generous with their publicity. Miss Decker had many interesting experiences on her way up the rounds of the declamation contest. At Champaign she appeared on the radio, and at the University of Iowa in a radio play. She is a young woman of charm, culture, simplicity, and friendly good will, with the promise of a most interesting career in college ahead of her.

BARBARA ANN FRANK—WINNER IN ORATORY

According to a telegram from her coach, A. E. James of Longmont, Colorado High School, Barbara Ann Frank was born in Missouri. Her father is a farmer near Longmont. Barbara has had an outstanding scholastic career, standing in the upper ten per cent in the senior class, of which she is president. For three years she has been winning the NFL District in Colorado in which her high school is a member in oratory and dramatic declamation. The community has also honored her as she was Longmont's 75th anniversary queen. The University of Denver has awarded her a scholarship in dramatics, and she has been district chairman of the 4th club summer school.

Having won the district it was natural for her to go on and compete in the sectional and regional contests, and her victories qualified her for the Nationals where she found herself last May 6, taking the finals also at Northwestern. Barbara has made a nice contribution to the victories won by her high school, which stands high forensically in the National Forensic League. She probably will continue her education at the University of Denver.

JIM TITUS—WINNER, HUMOR DECLAMATION

Jim Titus is 16 years old. He was born in Canton, Ohio, and has lived there all his life. His family has been in the community a long time as his grandfather was a watchmaker in the Dueber-Hampden watch factory long before it was purchased by the Russians and moved abroad in 1921.

Jim began his forensic activities in his freshman year at the McKinley High School in Canton. He began with oratorical declamation and has participated in that event for three years. He won the degree of distinction in this event in the NFL.

Last year he began with humorous reading, placed second in the Eastern Ohio NFL District. This year he dropped to third place, so changed his selection and won the state finals and championship. He won the regionals at Syracuse, N. Y., and the national finals May 6 at Evanston. Here he won a unanimous first from all five judges, the first time this has occurred in any NFL finals in the last ten years.

Jim used the cutting from "Green Pastures", made for Irving Barnes, 1941 national champion representing McKinley High School, arranged for him by C. M. Schindler, the coach.

Jim works at the Canton Post Office after school hours and on Saturdays. His extra curricular activities are limited almost entirely to speech. He comes from a speech family, as two of his sisters who preceded him at McKinley High are NFL District champions in Dramatic Declamation. Jim will be back at McKinley this

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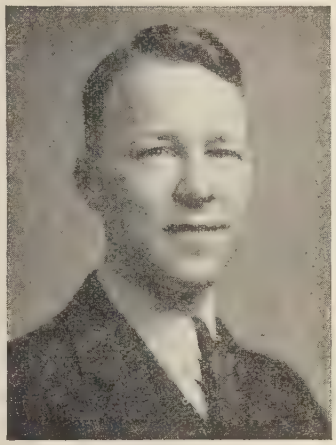

HIGH SCHOOL HANDBOOK

Division

Edited by HUGO E. HELLMAN

THE NATIONAL DEBATE SUBJECT

Resolved: That the Federal Government should provide a System of Complete Medical Care available to all Citizens at Public Expense.

Defining the Proposition

"Resolved: that the Federal Government should provide a system of complete medical care available to all citizens at public expense."

TO MAKE A GOOD BEGINNING

WHAT IS worse than a speaker who doesn't know what he is talking about? That is no sixty-four dollar question, because the answer is easy. Worse than a speaker who doesn't know what he is talking about is a *debater* who doesn't. To speak effectively anywhere, the meaning of the words that make your topic or theme must be precise, clear and definite. Unless they are, your audience feels that it is being hit in the face with hunks of mush. To debate effectively, this is even more true. There are at least four good reasons why the debater must have good clear notions of the meaning of his proposition as a whole, as well as ready definitions of the terms in it.

1. By learning accurately and surely what his proposition means, the debater learns what it includes and what it leaves out. This saves him time he might otherwise waste in boning up on arguments and materials that are not going to do him any good in his debating.
2. By acquiring a thorough understanding of the proposition, the debater avoids the danger of building arguments that do not belong in the debate, only to have them thrown out by opponents better prepared to define.
3. By knowing just what his terms stand for, the debater gets a better insight into the real issues on the proposition. Debates are won or lost on the real issues.
4. By being certain and sure on his definition, the debater is prepared against the opposition with a false definition of their own—perhaps a trick case that might take the decision.

All of these four reasons are in addition to the rather obvious one that in the beginning of the debate the debater must define his terms for the benefit of the audience, the opposition and the judge. And so it is that the best place to make a beginning in debate preparation is with a study of the interpretation of the proposition.

LIKE A GRIDIRON

In your search for a good clear definition of what this year's proposition means, it is a good idea to know just what makes a definition good. Here it will pay you to remember that the definitions of the words of a debate proposition are like the white lines around the edge of a football field. They mark off the place in which the two teams agree to meet—the area of the contest—and any place outside the lines is out of bounds. The words of a debate proposition are the "x that marks the spot" on which you agree to fight it out. They make a ring around the area of the controversy and anything outside their properly defined meaning is outside the debate.

To try to debate without clearly drawing the lines is like sending a team out into an unmarked pasture to play a game of football. Such a team might make some long and spectacular runs by sending its best ball carrier off in the wrong direction or on wide end runs out of bounds along the grandstand, but he won't make touchdowns—and touchdowns win football games. In debate, you can go off on some spectacular tangents

with arguments out of bounds—points made on side issues—but they are "out of bounds" and it is only the debating that is directly on the issues that wins debates. It is by knowing precisely where the lines of definition are drawn that the debater makes sure he sticks to the issues. The popular song says "Don't Fence Me In," but this is precisely what the debater does when he defines. He draws a line around the meaning of his terms—he fences them in. When he defines complete medical care, for example, he puts his finger on the precise spot where the meaning lies; and then, by pointing out what it does not mean, indicates what is outside the fence—drawing a line around it—fencing it in. A good debater debates inside the fence, and to stay inside he must know exactly and precisely where the fence is.

THE REAL PURPOSE

Now you know the importance and the purpose of defining your terms, and we hope that because you do you will avoid that pitfall which traps so many beginning debaters. Sometimes they have the notion that the only reason for studying definitions at all is to enable them to prepare that little paragraph in the first affirmative speech in which they say something like:

> "By the Federal Government is meant the national government—the government in Washington. By 'should provide' is meant should set up, afford, furnish, supply and organize. By 'a system of complete medical care' is meant an organization of people and equipment capable of providing everything to supply health needs . . . etc., etc."

That paragraph must be prepared, of course, but the real purpose of studying the meaning is to give you a good, deep, precise and thorough understanding of what the whole debate is about—a good broad concept of what the problem is. That's what you'll need if you are going to win debates.

THE PROBLEM

The basic question before us is whether or not we should inaugurate in this country a new system of medical care. The question is whether or not the health needs of the country should be provided for in a system set up and administered by the federal government and paid for out of public funds. The question is whether or not we should, in whole or in great part, supplement our system of the private practice of medicine with a government system with "public practice." The question is whether or not, when a man gets measles, mumps, cancer or a broken leg, that illness is a public responsibility or can justly, fairly and rightly be considered such, and as such he can expect the public to foot the bill to nurse him back to health. That is the area of the argument. These are the words that point a finger at the "x which marks the spot" where the argument is centered. When the framers of the proposition sat down to the task of writing a formal proposition that would put into words and phrases this idea in a way that it would fence in the right arguments for high school debaters all over the United States, they finally decided on:

> "Resolved: That the Federal Government should provide a system of complete medical care available to all citizens at public expense."

This, translated into the language of the man on the street or Aunt Minnie at the bridge table, means: when a guy gets sick, the government ought to take care of him—give him medical, dental, hospital and nursing care. And the doctors ought to work on a regular salary—so much a year, paid by the government—instead of collecting bills from their patients. The government should take over all the hospitals and clinics and run them, giving everyone all the doctoring and medicine they need, paying for it with taxes collected from the public.

THE TERMS DEFINED

When the Committee on Wording sat down to determine your question for this year, it was their idea that you should argue about medical economics—about our methods of organizing and paying for medical care. Essentially they had in mind the controversy of public medicine vs. private medicine. They were thinking about "State Medicine" and "Socialized Medicine", but they purposely avoided these two terms because their meanings are somewhat ambiguous.

STATE MEDICINE VS. SOCIALIZED MEDICINE

Since it is probable that you will be using these terms, "State" and "Socialized" medicine, over and over again in your debates during the coming seasons, and since an understanding of them will help you to better understand the proposition, perhaps it would be well if right here we get a general idea of what these phrases mean. State Medicine and Socialized Medicine are not the same. We have Socialized Medicine when any group of individuals (doctors, for example) promote a program of medical service which spreads the cost and the services. In other words, a health insurance plan formed by a private corporation which you might join and to which you might pay so much per month or per year in return for all the medical care you need, would be a system of Socialized Medicine. There is a large degree of socialization under the present system of private medicine. All of the free services that are provided by cities or counties to those unable to pay for medical care are Socialized Medicine. Also under the present system most doctors have a sliding scale of fees. This is a socialization of the costs and is therefore, to a degree, a socialization of medical care.

State Medicine, on the other hand, is Socialized Medicine both supported and directed by some unit of the government. State Medicine, then, might be called the complete and final socialization of medicine, and its distinguishing feature is that the machinery for socialization is not in the hands of the doctors or any private individuals, but of the state.

The American Medical Association has defined State Medicine as:

"A form of medical treatment provided, continued, controlled or subsidized by the federal or any state government or municipality accepting such service as is provided by the Army, Navy or Public Health Service, and that which is necessary for the control of communicable disease, the treatment of mental disease, the treatment of the indigent sick, and such other services as may be approved by and administered under the direction of or by a local county medical system of which it is a component part."

GOVERNMENT MEDICINE

For the purpose of our debates for the coming year it is probable that we should use the phrase "Government Medicine". We will really be talking about State Medicine or medicine completely socialized, but because "completely socialized" is an awkward phrase and because the word "state" in this country always creates some confusion because the United States is organized into 48 separate states, "Government Medicine" is the likely phrase. The government in this country usually first suggests the government in Washington.

THE PROPOSITION

When the framers of the question sat down to phrase a good debatable proposition on this problem of Government Medicine, they agreed, after great deliberation, on the following:

"Resolved: That the Federal Government should provide a system of complete medical care available to all citizens at public expense."

Now let us pick this proposition apart to determine precisely what each word and phrase means and then put them together for a good clear understanding of what we will be debating about.

FEDERAL GOVERNMENT

The first term in the proposition creates no particular problem. By the "Federal Government" is meant the government in Washington—the national government. Back in 1935-36 we debated the question: "Resolved: That the several states should enact legislation providing for a system of complete medical care." This proposition implied that the states should pass laws for providing a system of medical care. This meant that it was the duty and function of the governments of the several states to inaugurate and promote a plan of public health. The present proposition says that the Federal Government should do it, not the states. Under the present proposition, state medical systems are out. County medical systems are out. Municipal systems are out. This is to be a national system—administered and directed by the government in Washington and paid for and financed by taxes collected by Washington.

SHOULD PROVIDE

"Should provide" means ought to provide—that it would be good if it did provide. "Provide," according to Webster, means to procure, to afford, to furnish or to supply. In this case it means to set up and organize.

It has happened time and time again that the word "should" creates some difficulty when the debates get hot later in the season. For this reason, it will probably be well for you to know precisely what "should" means. We have already indicated that "should" means ought — that this ought to be done. "Should" here means that it is necessary, good, wise, practical and beneficial that medical care be provided by the government at public expense. The real controversy arises about the word "should" when something like the following, for example, happens:

Suppose that the negative cites a mass of evidence to show that the doctors of the United States will not accept the affirmative plan. The evidence, let us say, consists of a poll taken among these doctors which indicates that 99.44% of them are violently opposed to Government Medicine and would have no part of it—would, in fact, refuse to work for the government if the plan were put into operation. Now, says the negative, it is obvious that without the doctors the system cannot be put into operation, and therefore it should not be. To this, a sharp affirmative would probably reply that they are debating that the plan *should* be adopted — not that it *can* be adopted.

Or take another case where the negative might cite the evidence from some poll of public opinion to show that 65% of the American people are opposed to Government Medicine. Since this is a democracy, and in it the will of the people only can be carried out, it follows that if this poll is correct the plan can never be put into operation. To this argument, a sharp affirmative will again reply that they are debating that the plan *should* be adopted—not that it *will* be adopted.

The problem here is: Who is right? Is the answer of the affirmative to the effect that it is debating what should be done and not what will be done an adequate answer to the negative argument? We could say that it is or it is not, but for your debating it will be much better if you understand why and when it is or is not, and we can answer that best by giving you an analogy that we have used over and over again to settle, once and for all, this question of the meaning of "should."

Suppose that in some western county in Texas the cattle are periodically afflicted with some certain contagious disease. Suppose further that the way to be rid of the disease is for all of the farmers in the area to get together and have the cattle vaccinated. A health officer calls a meeting of all the ranchers in the county and his proposition is "Resolved: That all of you have your cattle vaccinated." He gives a good affirmative argument, but when he finishes two of the members absolutely refuse to go along with the plan. Now, if they refuse and if their cattle are not vaccinated, then since the disease is contagious and will spread from the herds of these two men to the herds of all the others,

the plan is not good—it will not be effective under the circumstances.

Now if, on the other hand, the disease were not contagious and the greater majority of the cattle men might vaccinate their herds successfully in spite of the fact that some refused to go along with the program, then in spite of the refusals of the few the plan would be good.

What this analogy shows is that while the affirmative is not bound to show that the plan will be put into operation, it is bound to show that the opposition to it by some group (or even a few individuals) will not destroy the effectiveness of the whole plan.

In the specific instance of the argument that 65% of the American people oppose Government Medicine and therefore it cannot be adopted—that, of course, does not settle the matter. It is possible that something should be done, even though at present the majority oppose it. It may be possible that the fact that 65% of the people oppose Government Medicine merely illustrates the point that these people have not heard adequately presented the affirmative arguments. If the arguments are good, they may change their minds—and must, if we believe in democracy.

SYSTEM

The proposition that the Federal Government should provide a "system." A system means an organization. Webster says it is an assemblage of objects united by some form of regular interaction or interdependence—an organized whole. Here the assemblage of objects would be all of the people, and things needed to provide medical care for all of the people from doctors in surgical gowns in operating rooms to janitors in overalls in hospitals—all of the things from 1000-bed hospitals in large cities to small dental offices in crossroads and whistle-stop hamlets.

COMPLETE MEDICAL CARE

"Complete medical care" is a term that may create some difficulty. We can begin here by taking the words in their usual sense—according to usage as Webster reports it. "Complete" means with no part lacking, nothing left out. It means medical care, full, absolute, utter and total. It means all medical care, without reservation or limitation. It means the provision of anything, the lack of which prevents you or the next guy from enjoying full health. "Complete medical care" means everything in the line of the care of health, with no reservations.

As stated above, it would seem that the phrase were adequately defined, but it is certain that in the debates some problems will arise. Does medical care include dental care, for example? Here is a case where usage probably would not give the right answer. When the average man on the street thinks of medical care he thinks of what his doctor provides, and thinks of his dentist as someone apart. We must, therefore, go to the specialists and experts for an opinion here. George W. Aspenwall, an authority on Socialized Medicine, writing in the *American Mercury* in 1934, said:

> "State medicine is a system of medical care in health, illness and injury, free under the auspices of the state and financed by taxation . . . it should include all dental, pharmaceutical, nursing and allied services."

Further evidence that the experts consider dental care as included in complete medical care will be found in Dr. Samuel Bradbury's book, *The Costs of Adequate Medical Care*. On page 50 of that book he writes:

> " . . . . proper dental service is an important part of adequate medical care. Most of the dental work done is limited to the relief of pain or discomfort, but an increasing proportion of the population accepts as worth while the periodic dental examination and both local and general measures designed to keep the mouth in good condition. . . . Dental diagnosis should note carious teeth, reparable or hopeless, the dental mechanism as a whole, signs of systemic disease, lesions of the soft part and of the peridental structures, and should determine whether or not there may be infections about the teeth which menace the general health."

Here you have it on the word of an expert that dental care is a part of complete medical care.

Another problem that might arise is the question of eye glasses. Does complete medical care involve the provision of eye glasses for those who need them? Evidence that eye glasses would be included will be found in the Lee-Jones Study of the Cost of Adequate Medical Care in the United States. In this study, which very carefully defined adequate medical care, care of the eyes, including eye glasses where needed, was definitely included. This was a survey of "adequate" medical care and certainly complete medical care would include everything included in adequate medical care.

AVAILABLE

"Available" according to general usage means at the disposal of. Webster says "available" means handy and ready and accessible. Taxis are available at the railroad station if there is one waiting for me to get into. Taxis are available if I can call a number and have one sent to my door. During the meat shortage, meat was not available. I could not go to a butcher shop and buy steaks and chops and roasts and sausage. During the war, tires, sugar, cigarettes, coffee and many other things were not available.

In addition to this meaning, available in the present proposition has a special significance and implication. This will be made clear when we note that the proposition might have been worded: that the Federal Government should provide a system of complete medical care for all citizens at public expense—or more simply, that complete medical care for all citizens should

be provided by the government. With either of these two wordings, the system would in effect be compulsory—that is, all of the citizens in the United States would be provided by the government and therefore anyone wanting a tooth pulled or a tonsil operation would have been forced to go to the government medical system for it. But our proposition says "a system of complete medical care *available* to all citizens"—that the care will be available to them if they want it or choose to make use of it. In other words, under the system which the affirmative must advocate under the terms of the proposition, the government medical service will be ready and accessible to every citizen—that is, available to him, but he will not be obliged to use it. It will not be compulsory—at least, not by definition. Whether or not it may become so in practice is, of course, another matter. The proposition does not say that it will eliminate private practice. Private medicine for fees will continue in competition with public medical service free. To what extent this competition will end in the elimination of private practice is a matter of conjecture and a matter for argument. Whether or not, in practice, the government system may become compulsory by eliminating the private system remains to be seen—or shown by the negative. If, for example, under the system in operation, it happens that all doctors or all hospitals or all clinics come to be government dirtcted and operated, then of course the individual citizen will have no choice but to accept government medicine. He will be compelled to do so or go without.

TO ALL CITIZENS

The word "citizens" here is practically synonymous with people. We are speaking here of a medical system available to all of the people—men, women and children. Veterinarians are not included, and if your dog gets distemper this proposition does not call for free medical care for the hound. The term citizen is used in its accurate sense—as Webster would define it—a member of a state, a person native or naturalized who owes allegiance to a government and is entitled to protection from it. The term is used in the sense of citizen as opposed to alien.

AT PUBLIC EXPENSE

"At public expense" means financed by the public—that is, by the government or some government agency. A reasonable interpretation of this phrase would be that the funds would come from the national treasury by congressional interpretation. Essentially, "at public expense" means that the public pays, somehow or other. It means that if you have a broken leg patched or an appendix removed, the bill goes not to you but to some govtrnment agency—or perhaps, more accurately, there is no bill at all in the strict sense. The doctor who removes the appendix is on a salary paid by the government; the nurses are also on a government salary, and the hospital is equipped and maintained by the government. "At public expense" means that the cost is spread over the whole of our citizenry—not necessarily equally, but at the same time not in any way that penalizes the person who is ill.

It will be noted that the phrase "at public expense" allows some latitude to the affirmative in setting up its plan for financing Government Medicine. They might devise any sort of new system of taxation from a sales tax to a lottery, so long as the single provision is made that when an individual citizen receives medical care the cost of it is borne not by him but by the public. As worded, the question does not necessarily require that all of the support must come from revenue derived from direct taxation imposed directly by the Federal Government. If the states contributed as states to the fund, the system would still be supported at public expense. What the proposition requires clearly, however, is that the public, as represented in its government, assume financial responsibility for the health of its individual citizens.

SUMMARY

Summing up our definition, then, we can see that this proposition means something like the following:

> "That the government in Washington—the national government—should afford, furnish, and supply all those doctors, dentists, nurses and facilities needed to care for the health of our people—all of them. These facilities are to be made available to all citizens—that is, they are to be ready, handy, and accessible—and they are to be available without charge to the individual—in other words, at public expense."

This precisely, is the proposition as it should be defined. There are further problems of definitions which will arise when you learn more about the proposition. For the moment we have built a fence around the area of the argument and marked off the lines sufficiently clear so that you will know where the contest is to take place. Having this clearly in your mind, you have made a good beginning for your debates on Government Medicine.

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College Handbook Division

Edited by EGBERT RAY NICHOLS

WESTERN ASSOCIATION QUESTION:

Resolved, that the Federal Government should revise its Labor Legislation to provide for control over all factors involved in strikes and industrial disputes.

THE WESTERN ASSOCIATION QUESTION

To some persons this question seemed impossibly stated and absolutely negative; for them the affirmative had entirely too much burden. For others it seemed a very mild statement compared to the bill which President Truman gratuitously thrust at Congress with a request to sign upon the dotted line. Perhaps if we begin by defining the terms we shall be able to strike a happy medium between these two views.

Resolved, that the Federal government should revise its labor legislation to provide for control over all factors involved in strikes and industrial disputes. The first term—federal government—is clear of course, as it invariably refers to the government of the United States of America when used as above within the confines of this country. "Should" is used in the usual way it is always used in a debate proposition and means "ought to", or it is the duty of the federal government to do this thing because it will be for the best interests of the entire country. "Revise", has the ordinary dictionary meaning of "change to make better", "change to make correct", modify, re-arrange, make-over, improve, to go over and examine for correction, reform, re-make, re-do or do over. In revising a law the idea is to close up the loopholes, or improve the document so that there is no escape from its provisions, in other words to make it as nearly as possible 100 per cent effective. In revision one expects to cover the things left out originally and thus make the writing, law, document or whatever it is, more useful and effective.

Next, "its labor legislation"—that term of course applies to all the labor laws on the statute books of the United States, except as the rest of the statement exercises a restrictive influence by limiting it to the legislation affecting strikes and industrial disputes. It is to "labor legislation" that the term "revise" applies. It is these documents that are to be changed for improvement or to make them more effective. This can be done by changing their provisions, adding to them, or subtracting from them according to the affirmative idea of what is needed to improve them.

"And now, the next", as the barber says: "to provide for control". This means what it says in ordinary language. "Control" is to command or to be master over. "Provide for" means to arrange for or procure such an end as command or master. There should be no trouble over these terms. They imply in plain English that the government does not at the present time have sufficient power or mastery over strikes and industrial disputes, and the proposal is to give the federal government such power or mastery.

"Over all factors" means that nothing connected to strikes and industrial disputes shall escape mastery and control. All is inclusive; it means everything. Factors means elements that enter into the make-up of anything. In this case all clauses, sentences and paragraphs of a law are included and affected and may be changed, modified, added to or dropped. If there is anything in a strike or industrial dispute that is left un-controlled or un-mastered (and there are plenty of them) the revision is to cover them so that all elements are under control. This is of course a wide term—all factors—but experience has taught the practical world that control is not control if there are loopholes of escape or evasion. "All factors" must be under command or direction, supervision, or mastery or injustice and failure result. "All factors" means from all angles of the strike or industrial dispute. It means that both employer and employee, management and union, and every action that they, as parties to the collective bargaining, misunderstanding or dispute may take including strikes, lock-outs, picketing, and every other conceivable action are to be under the supervision and control or command of the federal government. Certainly this means that the federal gov-

ernment will have the right to stop a strike, outlaw it, forbid it, or permit it. Certainly it limits the right to strike—could take it away absolutely. This does not mean that the federal government must take away the right to strike—it means that it may do so if it decides that it is for the best interests of the country to do so. The judge here, as in any debate that decides for purposes of the debate, what the proposition is to cover is the affirmative, for with them rests the choice in determining what the issues are to be.

Considering the drastic nature of some proposed laws such as forcing strikers into the armed forces against their will and forcing them to work for army pay, and seizing the personal property of individuals and business firms without remuneration, and operating them to prevent strikes for the benefit of the government or the "war effort" without any consideration of the owner's property rights—the above provision to curb the right to strike seems very mild and reasonable. At least it is within the realm of debatable action. In fact, the public is seriously considering whether there is a right to strike in industries involving the welfare of the public such as communications, transportation, etc., as they involve the life and death, and living conditions of millions of innocent persons not parties to the strike or dispute except as the victims. The question of whether the classes involved in such disputes have the right to put others, not directly involved, in personal jeopardy is a debatable proposition and is included definitely within this statement for debate.

However, the debate is likely to be most concerned with the proposals for change in the laws that the affirmative is obligated by the statement of the question to make. The negative can content itself with defending the *status quo* as the phrase is used in debate, including the right to strike, and they may at the same time attack the proposals of the affirmative for change.

The affirmative in making changes must make vital changes, and is out of order in attempting to make some namby pamby changes and claim that it is fulfilling its duty. It must make changes that place the federal government in control or command of the situation. It has a wide range of choice in doing so. It has justification for doing so in the wide-spread evils resulting from strikes, and in the necessity of finding a peaceful solution for industrial disputes if the country is to progress normally and contentedly.

The country has just witnessed a furor of strikes, and a great fiasco in Congressional and Executive action in meeting the situation. The affirmative will have all the evils of strikes and the demand of the public for relief as a foundation for its case. In making its proposals it may follow Congress and adopt features of various and sundry bills proposed, or it may devise its own remedies for the situation, and outline its own proposed legislation of revision.

The failure of Congress and the President to meet this situation leaves it wide-open to academic debate. No recent action spoils the discussion or sets aside any portion of it. The whole thing is before us, and a remedy for our present situation may be sought. Any proposed action is open to attack on its merits, and that should make the debate. Any attempt on the part of the negative to make capital out of the terms by trying to show that it is impossible to control all the factors that enter into strikes and disputes by magnifying inconsequential things such as what John L. Lewis had for breakfast, or that a personal enemy of his was put on an arbitration board or in a place of authority is beside the point, and in bad taste.

The debate should be argued upon its broad principles of labor policy and government obligation to its citizens, and upon the proposed terms of the action presented by the affirmative. When we say broad principles we mean, the right to strike, the right of government to control, the rights of the public, the right to a peaceful settlement, the right to producion and the use of utilities, the right to collective bargaining, the right to a decent living wage, etc. By "the proposed terms of action presented by the affirmative" we mean what is usually called the affirmative plan or constructive case. The negative has the right to dispute the effectiveness of this action, to show how and why it will be ineffective, misses the point, or strikes at the wrong factor in the situation, or is hopelessly inept. That is the debate, along with the discussion of the broad principles.

On the whole this statement seems to the writer as clear, if not much clearer, than the usual statement that has been handed the debating world. It certainly hits upon the need that has been widely recognized throughout the country—the legislative definition of a complete and standard policy in dealing with this most troublesome of all national problems—strikes and industrial disputes. It seems a superior approach to the old compulsory arbitration question and also to the questions directed at unions and their reform and control. It goes deeper and gets at the fundamentals of the situation as far as they concern legal aspects. Of course it is possible to argue that this problem cannot be handled by law, and that is a negative prerogative. But in the light of the fact that obviously the important phases of the problem must, perforce be met by legislation, this might not be a very profitable contention.

It is to be hoped that this question will develop well in debate and that we shall get some interesting and profitable criticisms on the bills proposed and the proper measures to take, that we shall get away from such old stock arguments as "it can't be enforced", etc., which were the bane of the compulsory arbitration debate.

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NATIONAL INTERCOLLEGIATE DEBATE SUBJECT

Before this issue reaches its readers the college organizations will have voted on the following debate propositions submitted by the National Committee on the Selection of the Debate Question:

1. Labor should be given a direct share in the management of industry.

2. The United Nations should be evolved immediately into a Federal World Government.

3. The Veto Power in the United Nations Security Council should be eliminated and action based on a two-thirds vote.

4. Democracy in the United States requires increased government control of industry, labor, agriculture and finance.

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Vital Speeches. 6:458-60. May 15, '40. Medical care for the American people; keep health above partisan politics. R. L. Wilbur.

THE FALL TOURNAMENT OF W. A. T. S.

Tentative Announcement by R. D. Mahaffey

Place will be San Francisco. Dates: Monday, Tuesday, Wednesday before Thanksgiving, November 25, 26, 27. Headquarters not yet determined. Will be announced later.

Divisions: College, upper and lower; High School, upper and lower.

Events: Debate; panel discussion or student congress; extempore; oratory — extemporaneous and memorized; impromptu after-dinner speaking; pentathlon. Interpretative reading—original and memorized, also acting.

Debate will be upon the W. A. T. S. topic and the national topic for colleges; the national topic for high schools. Standard and one-person teams. The pentathlon will offer individual competition in several events to determine outstanding speakers.

The primary emphasis of this tournament will be that of practice and experience with all contestants encouraged to enter two or more events. We will strive to further an exchange of ideas and to get acquainted with each other. In other words, winning firsts and seconds will be secondary.

NATIONAL CONVENTION

The editor of this magazine has been given the honor of arranging the debate section program for the national convention, to be held at Chicago, Illinois, December 27-January 1.

Six well known speech teachers representing different sections of the country are being invited to prepare papers and participate in this part of the convention. From the interest being shown by those invited to participate, this section is likely to be a most interesting and informative one. All debate directors who can possibly attend are urged to be present.

SPEECH PERSONALITIES

CHARLES HENRY WOOLBERT

ED. NOTE—*For this write-up and picture recalling a great speech leader and personality, we are indebted to Mrs. Gertrude Woolbert, his wife, also for this splendid account of his career.*

CHARLES HENRY WOOLBERT was born in Ottawa, Illinois, June 26, 1877. He attended the public schools in this town of his birth, graduating in 1896. Because something of the beauty of the setting in which he spent his early life entered into the character of the man, Mrs. Woolbert says this of his early days: "Ottawa is a beautifully situated town on the Illinois river at the point where the Fox flows into it. The country is rolling and near the streams is wooded. Banks of the Illinois are often sandstone bluffs—Starved Rock is just below Ottawa. Often in summer from early boyhood he camped in the woods by the Fox. He loved the streams and the trees. In fact, I've never known anyone who was affected more by natural beauty."

In the fall of 1896 Charles Henry Woolbert entered Northwestern University on a scholarship and worked for his living expenses. His mother was unable to help him financially so when he became too busy with university activities to do much work, he borrowed to keep himself going, feeling that the extra curricular activities were of value. He won his "N," and his purple football sweater adorned with it was a cherished possession. He was well known on the campus at Northwestern and had a large circle of warm friends. He was graduated in 1900.

From 1900 to 1902 he taught in the high school at Aurora, Illinois. Here he coached debaters and speakers, and helped coach the football team. Somehow, somewhere in these college and early teaching years, Charles H. met Gertrude Gale, and "in August, 1902," she writes, "we were married in Plano, Illinois."

In the fall of 1902 the young Professor Woolbert took his bride with him to Olivet College, Michigan, where he was temporary head of the English Department, during the year's leave of the incumbent. With this opening into the college field, the young teacher secured the position as head of the English Department at Albion College, Albion, Michigan for the following year. This was a permanent position and he was the department. However, the department grew fast and first he used student assistants, and later had two fulltime paid assistants in addition to the student assistants. His own work centered more and more on debaters and on oratory, which were flourishing in Michigan colleges and in adjoining states (The Trueblood influence, Mrs. Woolbert suggests.) The record his debating teams and his orators made was not merely outstanding but phenomenal.

Professor Woolbert, while busy training others, did not neglect his own education, but, by hard work along with his teaching and by attending summer sessions at the University of Michigan, qualified for the A. M. degree and received it in 1909. In 1911 he led in establishing a chapter of Delta Sigma Rho at Albion, every member of which had taken debate or oratory under him, and most of whom now hold responsible and prominent positions. (His wife comments here: "He had the ability to pick good men and to be of help in their development as men.)

In 1913 he resigned from Albion and went to the University of Illinois as head of the Division of Speech in the English Department. About this time the speech teachers were growing conscious of their responsibility

and opportunity, and Charles Henry Woolbert, sensing the situation, began to step forward into leadership with his publications and in speech organization.

After three years at Illinois, during which he studied and took courses in Psychology at the university, he went to Harvard for advanced work. He spent two years at Harvard, from the fall of 1916 to June 1918, when he was "welcomed to the ranks of cultured men" by President Albert Lawrence Lowell. The fall of 1918 found him back at the University of Illinois as Assistant Professor of Speech. By the fall of 1921 he was made Associate Professor and in 1924 full professor.

In 1926 C. E. Mabie, newly created head of speech at Iowa University, persuaded Professor Woolbert to resign at Illinois and join the speech staff at the University of Iowa. Woolbert was happy at Iowa. His wife says of this phase of his career: "At Iowa he liked his work and enjoyed the town and country. Iowa City is on the Iowa river and the river dominates much of the surrounding scenery. One favorite spot was on the road north (to Cedar Rapids) where from a high bank several bends of the river could be seen. (It was at one of those bends that his ashes were scattered on the river by Joseph F. Smith. He had often said: 'I am a river man. I love a river more than a lake or sea. It's going somewhere.')

As a teacher Woolbert's pupils are constantly quoting the significant things he said. His wife has also formed this habit for she says: "Another thing he often said was: 'I'm just a school ma-am. I'd rather teach.' That is the reason he liked his work at Iowa; he had practically no administrative work. Always he had kept a close touch on freshman work, usually teaching one section himself even in his busiest years at Illinois, and at Iowa his work was overseeing the first year speech and teaching graduates. He loved it. If he hadn't, he couldn't have kept at it for so long, for he was ill during the last several years of his life." The clinics and specialists could find no ailment and could give no help. Finally at the Speech Conference in Chicago, in December 1928, he who had given so much to speech and to its national organization, was unable to go on. The following summer, June 9, 1929 he died of cancer.

Besides his widow, now living in St. Petersburg, Florida, he left three children: Robert Gale, born 1903; Richard Latham, born 1906; and Janet, born 1907.

Charles Henry Woolbert was the author of many of the stimulating professional articles in the *Quarterly Journal of Speech* in those early days of the profession, and of three books: Fundamentals of Speech, 1920 (Recently revised by his pupil, Joseph F. Smith); Better Speech, with Andrew T. Weaver, 1922; and, The Art of Interpretative Speech, with Severine Nelson, 1927. (Recently revised by Miss Nelson.)

Professor Woolbert was one of the leaders in founding the organization known for many years as The National Association of Teachers of Speech, and now called The Speech Association of America. He was president in 1920, was editor of the *Quarterly Journal of Speech,* its organ, in 1921-23. He was a member of the Illinois Teachers of English and at one time its state president. At Northwestern he belonged to Phi Beta Kappa and Phi Eta, and was a member of the Delta Tau Delta fraternity.

Professor Woolbert's influence broadened beyond his teaching positions, and he taught summer sessions in Harvard, in Wisconsin, in the University of Utah, in the University of California (Berkeley), and he was with the Army Educational Corps in France in 1919. His death came as a shock and as a surprise to the speech profession, as it was not generally known that he was combating serious illness.

ED. NOTE.—Having added the last sentence to this admirable account of Charles Henry Woolbert, which the Debater's Magazine is proud to leave in the college and university libraries for the future generations, the editor wishes to add one thing which Mrs. Woolbert was too modest to include. That is that Charles Henry Woolbert was greatly loved and esteemed by his friends and associates in the speech field. He was generally trusted and admired by his fellow teachers and his leadership was followed and appreciated greatly. There was nothing in the speech world that did not attract his attention. Once interested, he investigated, then estimated, then commended or condemned. It was upon such an occasion that the editor first met Professor Woolbert. He came all the way from Urbana to Peoria to find out what this new organization, Pi Kappa Delta, was doing and why. He was soon the friend of every leader in the organization, and we gave him an honorary membership for we perceived that his interest was genuine, for the sake of speech, had no personal ambitions involved, but was right out from the shoulder for speech. The last time many of us saw him was at the Pi Kappa Delta convention at Tiffin, Ohio, in 1928, a little over a year before he passed on ahead of us. The impression we gained of him there, as at the national conventions, was that he was a great man, a natural leader, an inspirer of others, and a genuine friend. Personally I shall never again drive that river road from Iowa City to Cedar Rapids without recalling his great spirit and being accompanied by it on my way.

COMMENT ON BETZ ARTICLE

Continued from Page 150

story. This year I had a girl give an emotional attack on the treatment of veterans. The one judge objected to her over emotionalism and dropped her to second place. Four weeks later six of seven judges gave her first place in competition with most of the same group. She appeared on radio and fan mail was insistent upon the oration being sent to our congressman for a place in the Congressional Record. Again I believe that the orator must sell his product whether it be to three judges or an audience.

Extempore speaking as well as impromptu speaking are the lazy man's green pastures. In the April *Quarterly Journal of Speech,* Miss Mildred Berry sums up the whole matter when she quotes a woman saying, "A smoothie minus ideas." For twenty years I have been trying to find an extempore speaker with a real message and I have judged a number of national extemp speakers. The important thing lacking is background from which to speak. The "glib" speaker who quotes freely, mostly irrelevant material, covers up his lack of knowledge by being a "smoothie." Too many speakers

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Outstanding Student Speakers

DISTINGUISHED SERVICE STUDENT— TYLER MacDONALD

As outstanding student with a remarkable record, we introduce Tyler MacDonald, forensic star of the Pacific Coast. We have not introduced him from one institution because his forensic career covers three: Huntington Park High School, University of Southern California, and Pepperdine College.

Beginning in high school MacDonald joined the debate squad and competed in all the tournaments and individual events of the California school year. At the Redlands Tournament, climax of the California high school year, MacDonald and his team mate won in debate and MacDonald won in individual contests during his junior and senior years.

After high school graduation, MacDonald entered the University of Southern California and began a notable career in debate, oratory and extempore speaking. He won sooner or later in practically every event in the tournaments in California and on the West coast. He made an Eastern trip while at Southern California and came home with a National Championship and three National records. He holds 15 Pacific coast championships in different events. He has teamed in debate with three or four different speakers and has usually reached the finals, losing only once or twice.

In high school MacDonald was a football player, and at S. C. in his junior year went out for football just before he joined up with the marines. He was severely injured in one of the early games of the season, and this injury resulted in his ultimate discharge from the marines. He returned to finish his junior year at S. C. His outstanding ability now became most evident as the squads at the various colleges diminished and the abler men disappeared into the service.

At the end of this year MacDonald entered the advertising business with Hixson-O'Donnell of Los Angeles, but in the fall the urge to finish college came back, and he entered Pepperdine College of Los Angeles to finish his career. He and his team mate swept all before them, California and the entire western region.

In all he won three lower division debate championships, and six upper division championships. His career as an individual speaker is still more striking: in oratory, extempore, impromptu, and interpretative speaking he won between 27 and 30 championships, and took second in several others. He seems to have failed to place only once in his entire career. As a high score individual at both S. C. and Pepperdine he stands supreme. In two of the Western States' meets he won practically every first, and probably holds the all time high record in all

TYLER MacDONALD

events. Throughout his career Tyler MacDonald has remained the same jovial, affable, friendly competitor to all contestants at the tournaments. He will be greatly missed from the speech contests on the Coast but somebody else will have a chance to win now.

NFL WINNERS

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coming year and will probably be out for Dramatic or Oratorical Declamation.

FRANK VAN DE VELDER— ORIGINAL ORATORY

The national finals in the original oratory contest, held at Northwestern University in early May, were won by Frank Van de Velder, senior from Andrew Jackson Senior High School of Jacksonville, Florida. His prize winning speech was entitled "The Age of Reason", and dealt with the urgent need for a world government to bring peace to a world of independent and sovereign nations. Miss Mabel Glover, sponsor and coach of debating at Andrew Jackson, who edited and corrected the speech, deserves the credit for its success, according to Van de Velder, for her patient training and expert editing.

Van de Velder, who still has half a year of high school,

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Special Feature Division

Presenting Manchester College

Manchester College of North Manchester, Indiana, is one of the smaller colleges of the state, and until 1930, when its debate tournament was founded under the leadership of Professor George Beauchamp, of the Speech Department, had no unusual claim to distinction above other Indiana colleges.

From 1930 on, however, it became the annual gathering place of college debate teams from all over the country. Being one of the first tournaments, it became one of the giants because of its central location. Only two others rivaled it in size and popularity—the Southwestern Tournament at Winfield, Kansas, the first and original tournament, and the tournament of Winthrop College—the Grand Eastern, of Rock Hill, South Carolina. It became so large that the public schools and the neighboring college—in fact the town of North Manchester was swamped in the attempt to entertain the visitors. The war put an end to the big tournament and Professor Beauchamp and his wife both entered war work. His successor, Professor Cole S. Brembeck has carried on the tournament (greatly reduced in size) but the spirit of Manchester has remained great.

Whereas once Manchester did not figure in the Indiana Oratorical and Speech circles, now it remains a leader, has figured frequently in the high ranks of the Interstate Oratorical, sponsors the high school system of contests in the state, and promotes forensics generally.

When asked to send pictures and a write-up to be featured in this department of the *Debater's Magazine*, Manchester modestly promoted its tournament rather than itself and its own victories in recent speech contests. Manchester won the men's Interstate Oratorical this year with Bob Underhill's speech On Getting Along With Russians. Last year they won the women's Interstate with Mary Fujii's Oration—Home Without a Fence. They also placed the Indiana men's winner in the Interstate last year. Such a record is rather unusual and speaks well for Manchester's work in oratory. Attention is called to Bob Underhill's oration printed in this number in the Oratory Division.

Manchester plans to remain in the leadership in debate and speech contests although its service may be reduced by changing conditions. For what it has done it deserves honor, and for what it may do in the future it has the good wishes of many friends scattered all over the country.

Here is the account of their last tournament as sent in to the *Debater's Magazine*:

The 16th Annual Manchester Invitational Debate tournament held at Manchester College, North Manchester, Indiana, on February 24 was attended by nine colleges and universities this year. Formerly the largest debate gathering in the world, attaining a record high of 248 teams in 1941, the wartime tournaments have been sharply restricted due to travel and housing conditions in North Manchester. Twenty-two of the best

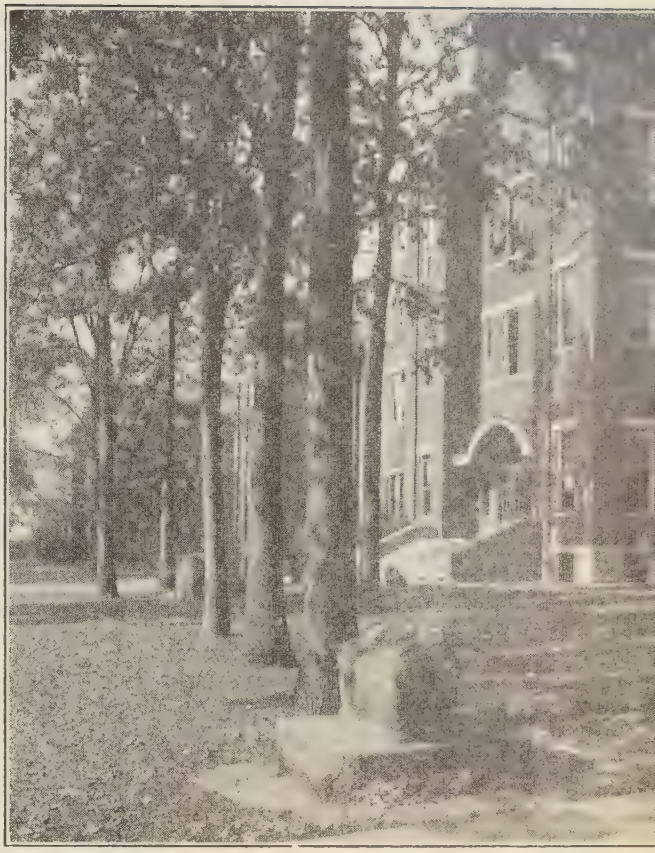
teams clashed, however, representing the following midwestern colleges and universities: Notre Dame, Purdue, Goshen, Indiana State Teachers', Illinois Wesleyan, Hope (Michigan), Taylor, Anderson, and Manchester.

Two teams emerged undefeated from the four rounds of conflict, Manchester's first affirmative of Gordon Shull and Keith Hoover, and Indiana State Teachers' affirmative of Roseanna Burke and Myra Janco. The highest individual speaker ranking was attained by Miss Roseanna Burke, and the college from which she came won the greatest percentage of its debates. Runnrs-up were Purdue and Notre Dame.

Featured at the one-day tournament were a TKA banquet at noon and a demonstration of legerdemain by Mr. David Waas of Manchester.

In past years, headlines such as these proclaimed the gigantic tournament: "400 Will Attend 12th Annual Debate Tournament", and "Over 500 Debaters Are Enrolled from 66 Colleges". The 1941 affair included teams from Pasadena, California; Crete, Nebraska; and Augsburg and Macalester, Minnesota. Departing from the elimination type of tournament in 1931, Manchester started a system of three-speaker teams, all of whom debated in each round. By the time two-speaker teams could come and debate a single nation-wide topic, the size of the tournament increased so tremendously that the local public schools and Huntington College also provided rooms for the event.

Probably the days of the colossal tournament are over due to housing shortages, but the plans for the tournament include the building of top-quality competition for a representative section of midwestern colleges and universities in the future.



COMMENT ON BETZ ARTICLE

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are like the minister who worked in a meat market all week and told me he didn't have much time to prepare his sermons but he never worried because the Lord filled his mouth when he entered the pulpit. I went to hear him one Sunday and I know he was blaming the Lord for something he shouldn't. Extempore and impromptu speaking contests may be the best but background is necessary and most young people haven't lived long enough to have acquired that qualification.

Professor Betz is to be congratulated on his report, and if I have been pessimistic just charge it up to an old fossil who has been handling debate, oratory, and "smoothie" speaking for over twenty years.

COMMENT FROM A WESTERN COACH

By Roy D. Mahaffey,
Linfield College

Two things impressed me in the report of the student panels held at the April tournament. The first was that perhaps a little faculty advice might have been profitable for the groups. For example; all sections commented on the inadequate judging for contests yet the only remedy suggested was that of adopting different types of ballots. I believe that our long tournament experience has shown that the type of ballot used has nothing to do with the decision rendered by the judge. As long as judges are human beings there will be deficiencies. At the later tournament in Los Angeles we tried using the students themselves for the entire first round and the percentage of error there was as great as that with the coaches who followed. The students also suggested that another reason for poor judging was the lack of standards. How true! I could refer them to ten different articles and books dealing with oratory, debate, etc., and they would soon discover ten or more different ideas of what constitutes effective speaking. (Perhaps we should and could issue a set of standards for the Western which would be distributed to all schools in the early part of the school year and then given to all judges at the time of the contests. This might not meet with unanimous approval on the part of our individual coaches but it might be worth a try. Heaven forbid that I should have to defend any such set of standards

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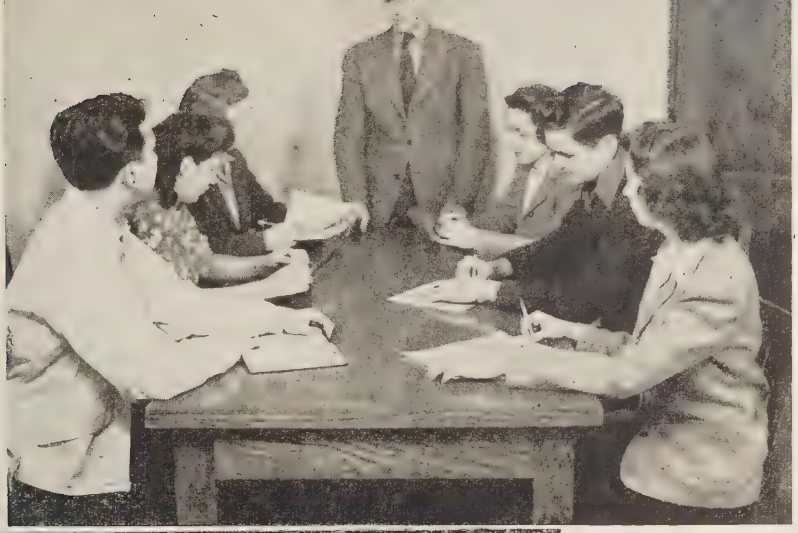
1946 TOURNAMENT GROUP

WINNING SQUAD, 1946

WINNING TEAMS, 1946

Indiana State Teachers, Terre Haute



even before my own students).

The second was: the comment from each panel that too much use of emotionalism and reliance upon authority was prevalent in all contests to the exclusion of logic and creative thinking. It would be easy to say that the coaches are to blame for this. I have suggested this to several colleagues and they have replied, "Oh, the students get those habits in high school speech". Ha, what a familiar pass that is. I am inclined to believe that the fault must be equally shared by faculty and student. In many cases students are not given adequate guidance in clear thinking and when left to their own research they are impressed by "authority". With more mature students returning to our squads this criticism should take care of itself. (Our projected standards might emphasize this matter).

I rather hesitate to send you this as I feel that Betz did a fine thing in organizing such a procedure and in carrying it out. I want to see more of it and if what I have said seems too critical please delete or change it. My own students felt that it had some value.

COMMENTS ON THE BETZ ARTICLE

By Herman Pinkerton
Director Speech Activities, Tennessee Tech.

In the Betz summary of the findings of the student panels which were held at the Spring meeting of the Province of the Pacific on evaluating in-

tercollegiate speech and which was published in the *Forensic* and later reprinted in *Debater's Magazine*, there seem to be two main points at issue, namely, judging and objectives. These are very closely related since judging depends upon a knowledge of the objectives. It seems, therefore, that we need to spend much time and thought on defining and classifying objectives, and follow this with comprehensive standards for judging.

It occurs to me that much of our trouble is due to the trend to introduce a more extemporaneous type of speaking which occurs many times in the form of discussion. In some centers much has been done to help judging keep pace with this type of speech activity, while among others little progress has been made in setting up and adopting the judging techniques which are essential to evaluating this type of competition. As a matter of fact we have never got around to anything like an agreement on some of the things we have been doing for years. For example, the confusion we have over discriminating between orations and readings, and in what it takes to make a decent after-dinner speech. I believe that the students in the Province of the Pacific are exactly right in asking for a clearer set of objectives and a more comprehensive ballot for judging. Furthermore, I am sure that the many laymen we call upon from time to time to do the judging job will welcome something more uniform and definite than we have been able to give them in the past.

I cannot accept in full the conclusions reached in the field of debate. For instance, the single subject still makes an appeal to me from the standpoint of a college with a small squad and where students attempt to keep their scholastic records in good shape. In some of our schools with large squads and with liberal credit allowed for courses in argumentation a more ambitious program may be in order. It has been my experience that with students carrying the regular college load they cannot master the subject of "free trade" in one quarter or semester. Another angle to be considered is that of using more people in competition. Schools that select a few winning teams to make all of the tournaments gathering cups and trophies can expect complaints with regard to staleness and monotony. A spread of intercollegiate competition throughout the group interested in speech will aid in breaking down the monotony. My philosophy of what competitive speech should mean to the college campus forces me to use many students during the season. This, coupled with a small budget tends to place a limit on the amount of intercollegiate participation; consequently, we do not have teams that feel that they are getting too much of one subject. Furthermore, we should not lose sight of the values and discipline that comes from making a thorough study of a topic. In after years I believe students will come to appreciate more and more the training which was received in an attempt to become thoroughly familiar with some one field of information.

In looking forward to a more constructive program of evaluating the speech personality I would like to see the *Debater's Magazine* take the lead in setting up some machinery that will eventually lead to a more comprehensive set of objectives and the adoption of a uniform national system of evaluation. We are fortunate in having a publication that can bring all creeds, sects, and stripes together for a consideration of these problems.

COMMENTS ON STUDENT EVALUATION OF INTERCOLLEGIATE FORENSIC PROGRAM

Glenn R. Capp
Baylor University, Waco, Texas

In my opinion the plan of student evaluation of forensic programs sponsored by the Province of the Pacific in its recent meeting should be encouraged for other forensic gatherings. I have long thought that much could be done to improve our intercollegiate forensic programs and quite agree that in the past there has been too much "talk" for the corresponding "action" which has resulted. Only by constructive criticism and a willingness to experiment with new forms of procedure will we be able to improve our status in the educational field.

In reading the report of this student evaluation program I was at once impressed by the fact that most of the criticisms and suggestions concerned the manner in which our forensic programs are conducted. They are not inherent weaknesses which would justify a consideration of abandoning such programs. Rather, they should serve as a challenge to the teachers and directors of forensics to improve the status of their work. There is as much need now as formerly for the training afforded by forensic work. The manner in which many programs are conducted leaves much to be desired, however.

The most frequently mentioned criticism noted concerned the matter of judging the various contests. The recommendation that a "nationwide uniform ballot" be adopted was not sufficiently explained, in my opinion. If by a "uniform ballot" is meant a standardized ballot to be used over a long period, I would question the proposed solution. Rather, we should study judges ballots experimentally and use our various intercollegiate tournaments as proving grounds for new suggestions. Experimentation and frequent change to incorporate new findings should be our keynote rather than an attempt at uniformity and standardization. I have had the occasion recently to investigate some of the experimental studies of the past few years on student rating sheets, shift of opinion ballots, and various methods of evaluating and judging contest speaking programs. Much more needs to be done in this field, but it is my opinion that we are failing to utilize sufficiently such findings as have already been made. We are prone to utilize our tournaments too much for the purpose of "determining

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ORATORY SECTION

EVAN E. ANDERSON, Editor

On Getting Along With Russians

By Bob Underhill
Manchester College, North Manchester, Indiana

Life would be simpler if we didn't have to deal with Russia. But it still takes only one nation to start war. And peace is still our business. So, like Russia or not, we've got to get along with the Soviets.

That's all I'm saying tonight: we simply must learn how to get along, for the fact of Russia is tremendous.

To the crewmen of a B17, their particular Flying Fortress is the best in the group. It is the toughest ship, the most dependable, the one that will always bring them back.

That's what we thought about "Frankie," our affectionate name for No. 715.

Six hours earlier, Frankie was resting comfortably at our base in Italy. Now we were over Blechhammer, a Silesian oil target. We had expected no milk run. The puffs of angry flak came closer until our ship seemed to stagger at each new burst and then fight on gamely. But Frankie lost three of her four engines. We had twenty minutes to reach the ground.

Italy, 600 miles to the south, was too far for our crippled Fortress. Every cloud to the west and north might be a beehive of Messerschmidts. We could hit the silk and "drop in on Jerry" below. From our long range welcome a few minutes earlier, we knew definitely he was home. Sixty miles to the east were Russian front lines, our only real hope. We pointed Frankie's nose in that direction and started sweating.

Our one good engine brought us to a field that looked the size of a postage stamp, but level and friendly. We came in steady—touched lightly—then hit hard. When Frankie finally came to rest, we jumped from the wrecked plane into a clamoring mob of burly soldiers and nondescript civilians. Friendly? We didn't know. They might be Polish; we thought they were Russians; we hoped they were not Germans.

We pointed to the insignia on our jackets! We held our hands high and cried, "Amerikansky! Amerikansky!" Their faces never cracked. At last our resourceful engineer shouted, "Roosevelt—Lend-Lease!"

Smiles flooded their faces; arms were opened, and we sighed with relief.

We had come down about twenty kilometers from the front lines. We were nine Americans—alone on Soviet soil—and surrounded by what seemed to be an army of Russians. We had to make friends! Today a strong Russia faces our nation, a Russia which is as strong as the men who confronted us a year and a half ago. Now as then, we've got to get along.

These were strong men—men who were not content with their own strength. They were determined to be still stronger. You've simply got to get along with such men.

Take Gromyko, a square block of a man in whose charge we were placed. To make himself yet stronger, he liked to emulate that great commander, Napoleon. He cut his hair the same; he wore his hat at the same angle. And he loved to square his broad shoulders majestically, place his left hand behind him, and thrust his right hand in his tunic. He swelled with pride when we told him he reminded us of the great Bonaparte.

To us in America, a man like Gromyko would be the target of fun and ridicule. But in Russia he was a respected officer, given high responsibility because he was determined to be still stronger.

Not only did these Russians worship strength, but they were Spartan-like in their determination to demonstrate their strength to us.

Panway, for example, was typical of the Soviet soldiers we met. Five years had passed since he had seen his home in the Ural Mountains. He was not much bigger than the average American, but his muscles were as hard as the frozen ground over which we walked.

When off duty, he might saunter over to another dug-out for a playful fist fight with a friend. Perhaps two or three others would join in, and all would fight with bare knuckles and an open ground. Blood might flow, but they enjoyed it.

These Russian soldiers bathed in the raw wind while we shivered in our flying clothes, burlap, or any other material we could wrap around us. The zero weather made clouds of steam envelope them and their bodies turn blue with cold, but those baths were completed—and not for sanitary reasons.

But not only were they strong individually. They were equally strong in their unity. Rugged men, disdainful of nearby mechanical help, lifted heavy field guns from railroad cars. And strong women, not to be outdone, tugged the awkward pieces through the streets.

Their collective strength was shown further in their scornful shouts at the mention of the word, Germany, "Hitler, kaput!" Hitler, finished!

Here were men and women with whom we simply had to get along because they were strong. They knew it, and we knew it too.

The second observation we couldn't escape was that to our Russian friends the biggest was best. When I showed them my 45-caliber automatic, they nodded, "dobra-dobra"—good-good—because it was bigger than their own 7-millimeter pistol. But when Panya looked at my watch, he said, "Nee dobra" no good—because it was smaller than the alarm size clock he wore strapped to his wrist. Besides, the tick of my watch could hardly be heard, and the sound of his echoed across the entire room.

To a crowd of curious Russians, our plane was the best because it was the biggest they had ever seen. Their own smaller Sturmovik bombers had only two engines; Frankie was a monster with four.

Our soldier friends insisted that New York should be the capital of the United States because it is our biggest city.

American women are not as worthy as Russian women, according to Panway, because they are smaller. Our women need to "kuche" to eat, and grow until they are as big as Soviet women.

To the Russians the fact that their country is spread-eagled over one-sixth of all the land surface of the world is reason enough for its greatness. Somehow we've simply got to get along with these people who believe that size itself is a measurement of merit.

Since the Russians know they are strong and use strength and bigness to measure merit, I suppose it is only natural that they should scorn weakness.

When we told them that we had come from Italy, our new friends snickered and mimicked, "Italia"—a sarcastic gesture for a nation of fiddle players that had become powerless.

England was a dot of earth, an old man with a beard and hard pressed to keep up with the young giants, Russia and the United States.

Poland, too, drew only contempt. She had committed the unpardonable sin of becoming weak. We were hunting, and a rabbit hopped in front of a Polish home. Our Russian companion levelled his submachine gun and with complete disregard, began firing. For several bursts, the bullets struck the hard ground and richocheted into the house. If there was any regret, it was because he had missed the rabbit. The soldier never thought to inquire of the people inside. If they died, they deserved their fate because they had become weak.

To me and my fellow-crewmen, these were strange philosophies. For we had thought we were fighting against the abuses of excessive power. But we saw with our own eyes Russia's strength and determination; we saw her confuse the biggest with the best; we observed her scorn for weakness.

These were the facts of Russia—and we had to get along.

As the days went by, it seemed that in these very facts lay our clue to getting along with the Russians.

For we soon learned that although the Russians scorned weakness, they respected us for our strength. In short, we got along best when it was clear to the Russians that America, too, was strong. For example, they reasoned that we must be strong and a worthy ally because we flew a large and powerful ship.

But when our Western Front bogged down, the Soviets were quick to hurl questions at us. Was America weakening? Would we become a liability in the victory?

Then we reminded them of America's sustained drives all the way from Africa, through Sicily, Italy, France and the Low Countries—that Russia, too—had to stop, rest, and regroup. Only then did their questions yield to assent that America was still a great power.

Their ace flier, Pochristin, was another example of Russian respect for American strength. We put our tongues in our cheeks when the Russians told of the deeds of this hero. But our courteous nods of "da-da"—yes-yes—only made their stories grow taller. The first day this pilot had shot down 30 Messerschmidts; the next we heard that he had bagged 35, then it was 40, then 45; his total sky-rocketed to incredible numbers.

They told us of a Kraut patrol squadron, confident in its strength, when suddenly one of the Germans spied the distinctively marked plane of Pochristin. Over his radio, he frantically shouted, "Achtung! Achtung!"

"Pochristin!" At once every Messerschmidt turned tail for home.

Then one day we took our tongues out of our cheeks and told these Russians that Pochristin's deeds were possible only because he flew an American made P-39. We heard no more of Pochristin!

Again, Russia revealed her respect for a strong America. For these men agreed that it must be a strong nation that can fight its own war and send "lend-lease" to its Allies.

It was then that nine American airmen began to think as they never had thought before about their country's strength and power. We began to realize that these Russians were respecting not only the power of our big bombers, fast fighters, and victorious armies. Whether they knew it or not, they were paying tribute to the forces which made these things possible—to our productive genius, our national stamina, our moral courage,—yes—even to our democratic way. For these are America's true strength. Without them there would have been no planes, no armies, no victory.

It seemed clear to us, if we have the strength which the Russians can respect, that it is our first duty to keep it. Keep it and understand it. Understand it and use it wisely.

Gromyko could not have expressed his own admiration for a strong America in any better way than his parting words.

The last souvenir was collected; the last present exchanged; the Douglas C47 was revving up its motors in the frosty air.

As we moved toward the plane, Gromyko placed his firm hand in mine.

"Tell your fellow-Americans about us!" he said, as if he were saying, "We can, we must get along!"

V. Understanding the Kinds of College Orations

By E. R. Nichols, *University of Redlands*

The difficulty of classifying the college oration lies in determining the proper basis. The basis of a classification should include all, and each kind distinguished should arise naturally from that basis.

The most satisfactory classification seems to be one based upon subject matter, and in his first article on the college oration the writer projected a classification (see Vol. 1, No. 1, the *Debater's Magazine*) of this type. Briefly, setting aside the combination forms, five main types of college orations were distinguished: (1) The Character Oration (Appreciation or Eulogy of some famous man.) (2) The Problem Oration (Oration dealing with a political, economic, social, racial, religious or international problem.) (3) The Philosophic Oration (dealing with a thesis, idea, or concept of some kind—such as the idea that genius must be lonely or solitary.) (4) The Literary Character Oration (A study of a great literary character such as Hamlet.) (5) The Personalized or Revealing Story Oration. (A recent type in which the criticism of a problem or a happening is given in connection with the personalized and revealing story of a character who speaks or whose story is told—such as Willard Wilson, the convict explained by Willard Wilson the college student; or The Eagle of Golgotha, the appeal for the misjudged, misunderstood, wronged, and disgraced man who was really right, as history proves.)

Of these types we have illustrated in print in the pages of this magazine the following: (1) Character—"Rushing to Meet the Sunrise," by Nevitt Smith, Vol. 1, No. 3, Sept., 1945; "The Job Before Us," by Victor Welch—character-problem type, Vol. 1, No. 2, p. 69, June, '45. (2) Problem type, none. (3) The Philosophic Type: "The Earth is the Lord's," by Roy Poole, Vol. 1, No. 1, March, 1945; "They are Not Mind Readers," by Robert W. Eckert, Vol. 2, No. 1, March, 1946; "The Modern Midas," by Raymond E. Untereiner, Vol. 2, No. 2. June, 1946; (4) Literary Character, none. (5) Personalized, Revealing Story with a critical intent, "The Eagle of Golgotha," by Tyler MacDonald, Vol. 1, No. 2. May, 1945; "Home Without a Fence," by Mary Fujii, Vol. 1, No. 2. May, 1945; and "I Discover America," by Frances Anderson, Vol. 1, No. 3, Sept., 1945.

The two which we have not illustrated—the Problem type and the Literary Character type can be found in the volumes of the Interstate Orations: "The Solving Principle of Industry," by J. M. Devers, Vol. 2, Interstate Orations, and "Iago," by Robert M. LaFollette, Vol. 1, Interstate Orations.

Although there are other bases upon which we might classify college orations, the classification most satisfactory to the writer of the oration is probably the one we have used above—subject matter. The student naturally thinks over whether he should choose to write his oration on some great man and produce an appreciation, or upon some great problem confronting society, which we have not satisfactorily faced, such as the race problem, the industrial problem, the peace problem. Or, again, some great idea or thesis haunts him such as "Satisfactory victory demands consecrated sacrifice," or "The great men are lonely souls," or "If you believe a thing, it is true for you," makes the appeal that touches off creative writing. Possibly a great literary character thrills the reader until he bubbles over with comment and criticism that becomes an oration, for instance the

great characters, Jean Val Jean, or Shylock, the much taunted and abused.

Recently students have been moved to adapt the old character oration or some personal experience into a speech which criticizes and reflects an attitude toward a character or a problem or both, such as, "I Discover America," "Eagle of Golgotha," "Home Without a Fence."

Doubtless the student will be guided by one or two considerations: his own preferences and likes and dislikes; what he has heard at the tournament and has come to regard as the winning type; or what he considers to be the better type for a successful appeal to judges and audience. The thing he is familiar with is likely to influence him most. That is one reason why the prospective orator should have an opportunity to study all types, to become familiar with all possibilities. He must be led by experience away from mere argument or essay toward the true spirit of persuasion, toward the concept of true oratory. For this reason the student desiring to compete in oratory should become a wide reader of college orations. He should begin by reading the two volumes of Interstate Orations put out by Crane and Co., of Topeka, Kansas. Then there is the volume by the Northern Oratorical League of its winners. Next there is the series edited by Evan Anderson on College Oratory and the Pi Kappa Delta Series by Noble and Noble, 100 Fifth Ave., New York. There are a few other publications whose titles and publishers we cannot recall at the moment. Our department on Oratory in the *Debater's Magazine* is planned with the idea of helping the orator to learn about the past, about the art and technique of oratory, so that he will approach his problem intelligently.

The student might be interested in statistics of the past winners. Over two hundred college orations including the winning speeches in the Interstate Oratorical and the Northern Oratorical League were examined in compiling the following results: Of the orations studied, fifty-six belonged to No. 1, the Character group, although eleven were on countries or races rather than on individuals. Sixty-six belonged to No. 3, the Philosophic type; seventy-nine were of the No. 2, or Problem Type (problems of war and peace being the most prominent.) Ten orations belonged to No. 4, the Literary Character type. The writer has come across about six to ten of No. 5, the Personalized, Revealing Story type. It is so new that this is not surprising. A glance at the winning speeches in the Interstate and the Northern Oratorical League given in this issue in the Speech Contests Division will stimulate the interest of the student in speculating on the type of oration the titles reveal. At least if one cannot know the type, the titles furnish an interesting array of suggestion. Some of them are bound to be of the new personalized, revealing story type, and others may adhere to the more traditional kinds of college oratory.

A close inspection of the two volumes of winning orations in the Interstate and of the volume of winning speeches of the Northern Oratorical League discloses many interesting things. Among them is that the Philosophic type was the favorite in each organization in the early days, that the Philosophy type still has the largest number of winners in the Interstate publication, and that the Character type has the largest number of winners in the Northern Oratorical League publication, that the Problem Oration now holds second place in each publication, and that the Literary type belongs in the early days of the Interstate and has not been used in the Northern Oratorical League. The character oration holds third place in the Interstate volumes and the Literary type fourth place.

Of the miscellaneous group of orations examined which the writer found in other places (some of them not printed), the Problem type led with thirty, the Philosophy and Character types each had eleven. Experience with college oratory over a period of teaching years convinces the writer that the Problem type was the preferred and most numerous from 1910 to the present time.

Looking at the progression through the decades a trend seems discernible toward the Problem type, which has only been interrupted recently by the Personalized, Revealing Story type. In the beginning the orations of the eighteen seventies, eighties, and early nineties were of the Literary and Philosophic types, with the character type appearing and the problem type showing in isolated instances. Since 1900 the Character type and Problem type have predominated, but the Philosophic type persists, especially is this true in the Interstate League. The Literary type, never important, has almost disappeared. When used a few years ago by Roy C. McCall in an oration entitled "Shylock," some coaches wanted to rule it out as not an oration. Opinions of what an oration is or should be are sometimes formed or greatly affected by what we have been used to rather than by the complete picture presented in the history of American college oratory. The present personalized, revealing story plan for an oration would have been ruled out a few years ago by the devotees of the character and problem types, who accepted the philosophic type but had no view beyond these.

It is a bit dangerous to think one has seen everything, or to get too didactic about the college oration. Recently there was a suggestion that orators should be questioned and obliged to defend their propositions or theses at the time of delivery of their orations. This so certainly violated the true spirit and concept of oratory as it has developed in American colleges that one readily saw that the innovators had just the problem type of oration in mind, and were making their judgments mostly upon the orations that were leaning toward the argumentative in their development. This seemed disastrous to oratory to those who had a broader vision of the field and led to protests and objection. Oratory is the one field in which the student may indulge in his

own opinion, his own concept of a problem, an idea, a thesis, his own criticism of the things that are, ought not to be, or should be and he should never be forced to argue about his impressions, his artistic creations and flights of persuasion. An oration is something to be appreciated like a poem or story, not defended like a debate proposition. An oration is justified by being a work of art. It is an opinion, not a proved opinion; it is inspirational, not authoritative.

In our next installment, we shall look at each type more closely before proceeding to structural types and plans, and other technical matters pertaining to writing the college oration.

COMMENT ON BETZ ARTICLE

Continued from Page 180

a champion" rather than as an educational project.

At least three causes for the criticism of poor judging are as follows: (1) the failure to experiment with ballots and utilize the experiments already available; (2) the sponsoring of tournaments which are so large as to prevent the securing of adequately trained judges; (3) too many rounds of debate in our tournaments without sufficient time for discussion and criticism following each round.

Perhaps the first difficulty could be overcome by the appointment of committees from our forensic organizations whose purpose would be to survey the field of experimentation in judges' ballots and rating sheets, provide for further experimentation, and provide for publication of findings in our various forensic magazines. While much is being done at present in this respect the program is not adequately organized and carried out so as to make the information available to all. Our tournaments should then utilize these findings in an attempt to improve the mechanics of judging.

In many sections our tournaments are so large and include so many different contests that it is almost impossible for the tournament director to secure qualified judges for all contests. It is not uncommon in the Southwest to find as many as 75 to 100 debate teams in attendance at a single tournament. When you consider that some of these tournaments include from six to eight rounds of debate in addition to several other types of contests you can readily realize the magnitude of the task of securing qualified judges for all contests. Closely associated with this problem is a tendency to include numerous types of contests in the average tournament. Whether or not many of these new ventures have educational value the mere number complicate the mechanics of the average tournament and prevent the securing of qualified judges in many instances. Perhaps we have been guilty of stressing quantity rather than quality in our meetings. A restriction of the number of contestants and the number of contests to the qualified judges available would seem to be a wiser course.

In this same connection many of our tournaments include too many rounds, especially in debate. The visiting forensic directors, in addition to being overworked, are not given sufficient time following each round to make a proper criticism and evaluation of the debate and speakers. Thus the educational possibilities at these tournaments are less than they should be. Many forensic tournaments run into an endurance contest both for the judges and the debaters simply because of the numerous contests and the number of rounds in each contest. In my opinion we should restrict the number of rounds of debate for any given day to a maximum of four and allow at least two hours for each round so as to permit a proper evaluation, discussion, and criticism following each debate. By use of rating scales winners can be determined if they are desired. The above are practical suggestions which should improve the status of judging in tournament contests.

Such suggestions as lack of an audience at tournaments, number of propositions debated during a college year, types of debates, etc., can be combined for comment. Again these criticisms are valid not because of any fundamental weakness in our forensic work but because of the manner in which many programs are conducted. While it may not be feasible for debate organizations to announce two or more propositions in a given year, this does not prevent a school from debating as many propositions as it desires. I recall working with my students on six different questions one school year and debates were held before audiences who were interested in the questions for discussion. On one occasion we were invited to debate the problem of municipal government before a civic organization in a large city prior to an election on the city manager plan. The discussion was so well received that the debaters were invited back for a radio debate just prior to the election. The mechanics of a tournament make it difficult to arrange for any sizeable audience for the contests. The tournament should make up only a part of a school's forensic program, however. Other features should include taking debates to interested audiences and discussing problems in which such audiences are vitally interested. The tournament should provide excellent practice periods under the direction of qualified critics which should better prepare the students for audience debating.

The suggestions made by the students on the various contests show that they are doing some constructive thinking on the matter. While such suggestions as "eliminate the use of argument from authority" reflect immature judgment, in my opinion, the entire list shows that the students are not unaware of many of the major shortcomings of forensic programs as now conducted. These student opinions should be a challenge to teachers of public speaking, debate and related subjects to renew their efforts toward improving intercollegiate forensic programs.

Discussion to be Continued in Next Issue

DISCUSSION DIVISION

Wayne N. Thompson, University of Missouri, Editor

ED. NOTE: Our new editor of the Discussion Division, Professor Wayne N. Thompson, of the Speech Department of the University of Missouri, would be glad to receive articles and contributions suitable for publication in this department of the magazine.

HOW EASY IS DISCUSSION?

By WAYNE N. THOMPSON
University of Missouri

THE answer that every speech teacher should give to the question posed in the title is, "Discussion is perhaps the most difficult of the speech arts."

To inquire whether discussion is more or less difficult than debate or any of the other specific speech activities, however, is not the purpose of the present article; nor is it the purpose to contend that discussion is more or less useful than some other activity. The statement that discussion is difficult has such important implications that no extension of this thesis is necessary or desirable.

I

"How easy is discussion?" is an interesting question to explore, because the notion that discussion is easy is a persistent misconception.

Much of the blame for the perseverance of this idea must be placed upon those of us who work actively in forensics. Too often we say, "Discussion—well, it's just like conversation. You do have a topic in advance, but you just talk about it as you think of something to say. You don't have to prepare a speech. In fact, you ought to make your contributions short and keep them from sounding like speeches. It isn't hard at all." With such words we sometimes reassure the timid or convert the wavering, but the price that we often pay is inadequate preparation and an incomplete understanding of discussion as an art.

With such an introduction to the activity, it is hardly surprising that students who spend hours in building a debate case or in writing an oration go to an intercollegiate contest in discussion with little or no preparation. What we should say to the able student is: "Discussion is difficult. It commonly deals with problems wide in scope and great in complexity. It requires careful preparation. It requires an understanding of technique. It requires practice. It requires swift and accurate mental adjustments during its presentation."

Some of the blame for the belief that discussion is easy must rest upon the activity itself. Its form and too often its practice suggest that it is far from difficult. The responsibility upon each participant is not clear as it is in debate, or oratory, or poetry reading. While the debater knows that if he is poorly prepared he is likely to fumble his speech and have his shortcomings mercilessly exposed by an opponent, the participant in discussion can hope that silence will cover his lack of preparation. Such a speaker fails to recognize that a pooling of ignorance never results in good discussion.

Two other reasons exist for the persistence of the notion that discussion is easy: (1) The poor work that students commonly hear conceals those factors that make discussion both difficult and worthwhile. Much of the discussion that occurs today is aimless and lacking in the depth of thought, the careful analysis, and the complex balancing of many items that test one's mental powers to the utmost. (2) Poor work too often is treated kindly. If participants and judges would point out, as they do in debate, instances of insufficient information, poor analysis, and faulty reasoning, the unthinking observer would no longer be misled into believing that discussion makes no serious demands upon its participants.

To a large extent the quality of a discussion depends

1. Although this type of speech behavior is much superior to the confused manner in which untrained and inferior men and women approach such situations, it is not the highest type of debating, nor is it the ultimate goal toward which students and coaches should direct their efforts. Rather as an intermediate stage falling short of the true mastery of the art, it is the point at which most competent school and college debaters find themselves. Greatness in debate, as contrasted with proficiency, transcends the application of a few thought patterns to a variety of situations.

not upon the characteristics of this activity but upon the work of the participants. In turn, the quality of work depends largely upon the understanding by teachers and students that the activity is difficult and demands their best efforts.

II

Six factors combine to make discussion one of the most difficult of the speech arts:

1. *It lacks formality.* In most speech events the participant can rely upon certain forms being observed. Extempore speaking, oratory, and other individual events follow rules announced in advance, and during actual delivery the contestant ordinarily has full and unchallenged control of the situation. In debate, too, definite, known rules regulate the order of speeches, the length of speeches, and other basic features. Discussion, on the other hand, whatever mental discipline may be involved, is outwardly formless. The participant is left to his own devices and to a large extent is a pawn of his colleagues, who, especially if poorly trained, are often unpredictable.

2. *It considers broad questions.* The orator limits his topic at his own discretion, and the extempore speaker usually works with a specific aspect of a general topic. Even the debater works with a narrower topic than does the participant in discussion. The debate proposition (though often broader than it should be) usually covers one solution while the discussion question covers all of the significant solutions. Thus, as illustrated in the following example, the proposition is a specific part and the question the whole: A typical debate proposition is "Resolved, that the United States should lend all possible support to the United Nations"; the related discussion topic considers "What is the best way for the United States to assist in safeguarding the peace?"

The broadness of the discussion question, in turn, requires an extensive background and increases the complexity of the mental adjustments necessary during the discussion itself. Whereas the debater must compare the advantages and the disadvantages of a particular proposition at a series of points, the participant in discussion must weigh the advantages and disadvantages of *several* different plans, again upon several different criteria.

3. *Participants in discussion usually have had an insufficient amount of training and practice.* Although this source of difficulty is not inherent in the activity and can be removed as a cause for inferior work, at present it is a very real factor in rendering discussion a difficult speech art. Lack of experience renders almost any activity difficult.

Especially when discussion is compared with debate does this lack of training and practice become apparent. Each reader, of course, can supply his own statistics on this point, but we have witnessed late season tournaments in which speakers were participating in their twentieth or thirtieth debate on the same proposition and at the same meet were participating in only their second or third discussion.

4. *Discussion requires more on-the-spot thinking than other forensic activities.* Orations are prepared in advance, and extempore speaking permits some advance preparation. Impromptu speaking alone of the common forms of individual speaking requires instantaneous adjustment, and in this speech form, as in all of the forensic events except discussion and certain types of debate, the speaker can set a train of thought in motion and follow it to its conclusion.

Although every debate presents new facets and emphases and much of the fascination of debate arises from these variations, the amount of instantaneous, original thinking required is perhaps less than in discussion. In debate, issues become stereotyped, and the speaker does much of what appears to be on-the-spot thinking in accordance with patterns which he has developed and applied previously. In fact, the better trained the debater the smaller is the amount of truly original thinking that he usually thinks that he must do during the contest itself. Thus, he learns to react more or less automatically to a dilemma, a battery of questions, a "shotgun" case, or any of the other common forensic devices, and his basic strategy often is to put the arguments of his opponents into a particular mold so that he can refute them, or appear to do so, in an orderly and effective fashion.[1] This reduction of potentially difficult thought situations to a semi-automatic level is the factor that makes efficient work possible, for it permits the speaker to apply his time and mental energy to the skillful wording and delivery of arguments (factors which, also, tend to become habituated) and to answering the novel argument, which by the end of most college forensic seasons becomes rare. These observations, may it be added, do not disparage debate, which properly is considered as strenuous mental exercise and valuable training; on the contrary, they suggest that participating in debate is an effective method of reaching a desirable stage in the handling of difficult mental problems.

Such a reduction in the difficulty of discussion through the patterning of thought, on the other hand, will always be difficult and at present is almost impossible. No matter how well trained participants may be, the broadness of most questions plus the unpredictability that the very number of participants causes will always make discussion a more hazardous undertaking than traditional debate. This second obstacle to the patterning of thought at present is greater than speech educators hope that it may be in the future. The limited experience that most participants have had in discussion plus their lack of knowledge of its techniques makes it difficult for even well trained and prepared speakers to apply to a specific situation even such routine and general patterns as the analysis and delimitation, the establishing of criteria for a solution, the exploration in turn of each of the principal solutions, and the

balancing of the solutions. While the debater can be confident that most contests will follow certain patterns, the participant in a panel seldom knows in advance just what course a discussion will take.

5. *Discussion requires the participant to adjust to many persons and viewpoints.* Individual speech events ordinarily do not require the speaker to adjust himself or his material to the work of other participants, and debate is somewhat less demanding in this respect than is discussion. In traditional debate, since the same opponent holds the platform for five or ten minutes, a participant can set his thinking in relation to this one person and the continuity of his argument; in cross-examination debate, although the line of argument may change abruptly and demand quick adjustments of the respondent, he must adjust himself to only one questioner. In discussion, on the other hand, speakers follow each other in rapid succession and in some instances present ideas so dissimilar and varied that the individual participant must break off one line of thinking and start another with each change of speaker.

6. *Responses in discussion must occur very quickly.* Unless a participant can think through his responses and phrase them almost instantaneously, many of his ideas lose their timeliness and may never again be worth stating. Of the other speech activities only cross-examination debate is comparable in its demands upon the powers of a speaker to respond quickly. Even traditional debate, which places a premium upon mental alertness, gives its participants a limited amount of time in which to organize answers. Many of the significant contentions come early in the speech of a preceding debater, and even the closing argument is usually followed by a summary and a short period during which the chairman introduces the following speaker.

III

The conclusion that discussion is a difficult activity carries these implications: (1) Participants must be trained in the technique of discussion. (2) Participants must make careful preparation. To be adequate, preparation must include both research and practice sessions which the forensic director or some other competent person criticizes in detail. (3) Directors of forensics should select as representatives for public programs and intercollegiate and interscholastic contests the best men and women that are available. Participation in discussion should not be a sort of consolation prize for some one not good enough to make the debate team, nor should discussion be reserved for students who feel that they lack sufficient time to prepare for other forensic activities. (4) Discussion techniques should be applied more carefully so that the participants can anticipate more accurately the form that a particular meeting will take. (5) Programs and contests should be evaluated by competent critics so that the participants will know in what ways they used discussion techniques to advantage and in what respects they failed to do so. One purpose of criticism should be to teach participants how these techniques can be applied to specific situations.

Discussion is too difficult to be handled successfully by students or adults who are poorly trained and inadequately informed. The recognition that the activity is difficult should be an important step toward improving its quality.

SEVERAL TYPES OF DEBATE

Continued from Page 145

proposition. After the debaters have gathered their evidence on the proposition, after they have begun a preliminary analysis through the process of informal group discussion, these types of debate may very well be used to end up the analysis phase and begin the casebuilding phase.[9] Before actual participation in the orthodox types of debate, there should be participation in these more informal, and, for the purpose of analysis and casebuilding, more important, types of debate. Intra-squad debates of the kind discussed here preceding regular intra-squad debates of the orthodox type should help immeasurably in building future debates on a firm, solid foundation of accurate, to the point analysis. And if such a thorough analysis precedes inter-school debate, then the entire debate program will be strengthened and made more valuable both to the debater and to his audience.

NFL WINNERS

Continued from Page 175

was born in Jackson, Michigan, August 3, 1928, but has lived in Florida for over ten years. His father is an electrical appliance dealer. Frank has been taking part in speech activities for several years, participating in school politics in junior high school, and joining N.F.L. in senior high to become its vice-president in his junior year, and later its president. At the end of the current year, Frank was presented with the Bob Peters Memorial trophy, which is awarded annually to the outstanding debater of the Andrew Jackson club.

In addition to N.F.L. activities, Frank works on the school paper, "*The Tiger's Claw*", is a member of the National Honor Society, and sings with the senior chorus. His out-of-school activities include radio, in which he has had a year and a half's experience as an announcer, playing tennis, and an occasional game of chess. In his spare time he takes piano lessons.

As for post-graduate plans, Frank looks to college, in spite of the possibility of taking out a year or two for Uncle Sam.

The complete roster of winners, finalists, regional finalists and participants in each of the five contests held this spring by the National Forensic League follow:

EXTEMPORE SPEAKING

WINNERS

Joe Snider, Seminole, Oklahoma; David Stanley, Mus-

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EDITORIAL *and* COMMENTS

BOIL AND BUBBLE, TOIL AND TROUBLE

PERENNIALLY someone tries to improve upon the current methods of debate. Perhaps there is no extra-curricular exercise or academic sport or educational exercise (if the strictists will permit the term) that gets such a complete going over as debate. It seems that there is always something wrong with it, but there never seems to be any semblance of agreement as to what is wrong. A few years ago it was the decision, and there followed a period of non-decision debating which in reality began the schism in the debate world that still persists in the form of discussion and debate substitutes such as symposiums, forum discussion, progression-discussion, etc. Those who departed from the regular procedure in debate went on their way rejoicing over something new that remedied what was conceived to be wrong with debate.

For others it was the coaching system that was wrong with debate. The coach was a sort of villain who was professionalizing the sport, making college advertising out of it, and putting emphasis on the winning end of it because like all other coaches his job depended upon winning at least a high proportion of victories. Somehow we have outlived this sordid and unfair attack upon educational institutions and upon certain professional leaders in debate and athletic sports.

For others it has been the form of debate that was wrong. Some new system should be invented that would correct the mistakes, the oversights, the failures, and the wrong emphasis on winning in debate. So a flood of new types of speech contests were invented; for instance, Oregon cross questioning style and its ilk, Congressional debating and its questions and points of order, Direct Clash debate and its tennis rounds, Symposium debate and avoidance of direct argument, clash, and fight images, Open Forum debate, and audience participation, etc., and so forth. The inventive spirit has not ceased; we still have enthusiasts peddling new types, supposed to be vastly superior to any concepts of the past.

For others it is the type of questions that are used in debate that is wrong. If only students would get interested in something their size, that could be handled by their mental capacities—how lovely everything would be! But somehow students seem to insist upon a problem that is important, the study of which is educational and mind improving. Namby pamby subjects fail to attract them, so the production of handbooks, the compilation of helps, etc., goes on and the students grapple with Congressional problems, international problems, and adult sized problems in every field of human thought.

For others it is concentration on one subject too long that is the thing wrong. Students make one preparation and coast along on it for a year of tournaments. So we busy teachers who do not want to be bothered with too many preparations wake up from pleasant slumber to find that we are not educational enough and are not doing our full duty by the students entrusted to our care, so we must needs get busy and show more activity, broaden our students' training. But perhaps after all, that is a minor difficulty, easily remedied if a large enough group will agree on more subjects annually.

For others it is just debating itself that is wrong. People shouldn't argue; they should compose their differences with soft voiced slappings on the wrist and commendatory pattings on the back. They should never encourage fight images; they should never lose their tempers; they should never express violent partisan opinions. They should discuss gently and come to unanimously smoothed out decisions nobody is satisfied with because they are odious compromises, because that is civilized and strife is perfidious, ghastly and anti-social. Piffle! and likewise pish! We have often wondered on how many cylinders Mr. Overstreet's brain was hitting when he devised this educational bushwah!

No social or political organization has ever settled its problems and composed its issues with quiet discussion around the committee table. Invariably a committee divides into two or more factions, argument begins, sides are formed and a fight is on until a ballot settles the matter. And in a democracy the honorable and distinguished and essential minority still fights on hoping to become the majority so a change in policy can be accomplished. And that is democracy! Long live democracy and freedom to believe what appeals to one as truth!

We might go on detailing the thousand and one other things that are wrong with debate. But what would it profit us? We have said enough to make our point. The forces in opposition are always on the move—always on the reform—always agitating an improvement or a new project. Let 'em rave! They either force change or reform or improvement or they die out like the anti-decision crowd of a decade or two ago, and in time there is none so poor as to sing their praises. But debate—what happens to it and tournaments? Why, they just go blissfully on tending to business, affording training to oncoming generations of students. And it is good training—thinking in opposition to other minds—seeking to win in an educational game. It is not only fine education, it is great sport!

Yell about the things wrong with it all you want to!

There are so many things eternally right with it that debate will go right on. Bless the generations ahead of us who invented it! They really had something!

—E. R. N.

ARE STUDENTS TOO BUSY TO DEBATE?

Occasionally one hears the remark, "Students just don't have time for a lot of speech activities. They have so many things to do these days." To those who take this viewpoint, one might reply, "Students are *always* too busy for activities in which they don't want to take part. Are you sure the fault lies with the students?"

The first requirement for a program in which students take a real interest is active faculty sponsorship and direction. Passive agreement to a student program is not enough. There are some schools in which the students handle the entire debating schedule without faculty help, but such schools are rare and the caliber of the work erratic; usually the highest quality work is inspired when the faculty provides the necessary direction, coaching, and facilities. This means not only help, but leadership. Students are quick to observe a sleepy attitude on the part of administrators and are quick to find excuses to avoid such activities. Therefore, it is necessary for the administrator himself to show students by his example that he is not afraid of work, that he does not complain about being overburdened, and that he expects the students to take the same attitude.

Of course, it is necessary that the staff member assigned to this program have his teaching load adjusted accordingly. If the staff is shorthanded, the proper thing to do is increase the staff. Two rather weak explanations sometimes offered for not providing the necessary faculty are (1) that qualified personnel cannot be located, and (2) that the necessary funds are not available. As to the first, qualified personnel can always be located if one is willing to pay a salary commensurate with ability; those who have difficulty finding staff members too often are looking for a first-rate man willing to come for a third-rate salary. As to the second, most colleges these days have students pounding on the doors, tuition in hand. Additional students justify a larger staff, and tuition funds may properly be allocated for this purpose. In short, if the staff is shorthanded, increase it. Manpower is needed to carry on a worthwhile program in any field, and debate is no exception.

One of the easiest ways for the coach or director to kill student interest is to call meetings which never start on time. Meetings should start promptly at the hour for which they are called; no one likes to sit around half an hour waiting for someone else to show up. If the meeting doesn't start on time, it won't be considered necessary to arrive on time for the next one. Seeing that they do start at the scheduled hour is the responsibility of the coach or director.

Absenteeism at meetings should also be kept at a minimum. I once knew a musical director who secured very nearly 100% attendance at evening rehearsals throughout the year. He did it by scheduling rehearsals well in advance and by insisting that those who could not attend on time notify him *before* the rehearsal. Then, at the start of the meeting he explained to the others present why that individual could not attend. Persons who drifted in late were welcomed in a nice way by the director, but since they did not care to have attention called to their tardiness, the offense was seldom repeated. The result was not only better attendance, but a great deal more enthusiasm than is ordinarily found at rehearsals or meetings. Those of us attending knew we could come at the scheduled time, work like the dickens for two hours, and then leave at the scheduled time. All meetings ought to be run that way, and if the debate director expects student enthusiasm, he should see that they are.

The second requirement for student interest is competition. While competition between individual students is desirable, competition between schools is even more desirable as a means of stimulating student interest and participation. This competition cannot merely be given approval by the administrator, but must be actively sponsored. In my own debating experience, I seldom spent one-tenth the time on non-decision debates and discussion activities that I did upon decision debates, and other students seem to take the same attitude. This is not to imply that activities which minimize competition are not worthwhile, but they certainly do not lead to real student enthusiasm in the long run. It seems more than a coincidence that some of the weakest schools I know in the speech field are the same schools that are trying various devices for avoiding competition and a competitive atmosphere in their speech work. A balanced program is needed, and that balance requires considerable emphasis on competition if the quality of the work is to remain on a reasonable level.

These requirements for stimulating student interest should be given the earnest consideration of every administrator who desires work of a high caliber in his institution. If the administrator "doesn't have the time" or if he fails to provide the necessary competitive atmosphere, student interest soon decreases, the students are "too busy", and the quality of the work goes down. On the other hand (taking as examples those colleges with outstanding programs), if the administrator provides competent, active faculty leadership, combined with a balanced program which fully recognizes the competitive element, he may expect an enthusiastic, hard-working squad and work of the highest educational quality. Students are never too busy for such activities.—G. M. M.

THE PROPOSED NATIONAL DEBATE TOURNAMENT

Today at the United States Military Academy, West Point, New York, one of the most significant steps in the development of American debating is in the making.

West Point is planning a national college debating tournament, something that the country has not had

before. The closest thing to it has been the national Pi Kappa Delta tournament, but there only Pi Kappa Delta schools were represented. There have been local tournaments attended by colleges from many states, but in these instances the tournaments were open to any school which desired to attend, so that there was no systematic means of insuring that the colleges present were those with the best teams.

West Point is planning something different—a truly national tournament in which the country will be divided into seven districts. A total of 32 teams representing those seven districts will meet at West Point to determine the national championship. Two possibilities are under consideration as means of selecting the teams, (1) regional tournaments to determine the best teams in the area, and (2) regional committees composed of outstanding coaches, who would select the teams from that area. It seems likely that at least for the first year the latter method will be used, due to the amount of administrative work involved in establishing seven regional or district tournaments in addition to the national tournament.

Plans are still tentative, and may be changed. Captain Lipsky, the West Point Director of Debate, has left the Point for civilian life, and it is hoped that his absence will not materially alter the idea. West Point's ability to carry through a program of this kind is almost beyond question after the successful manner in which it conducted the invitational tournament for 16 eastern teams last spring.

The Debatnig Society at the Academy is inviting comment on the plan, and is welcoming suggestions. Until definite plans are announced, we may all be excused if our mouths water a little bit in anticipation of a development of this kind.—G. M. M.

WE MOVE TOWARD THE CLIMAX

Speakers improve during the entire school year. Many of us had our faltering beginnings last September and October. We thought more about how we were going to prepare enough to fill the time allotted us than we did about how it would impress the audience. We felt relieved when we had completed the assigned task and were receiving the applause of the audience or the rating of the judge. We were through. During mid-winter we were interested in making a good impression; we were not satisfied with just getting through, we wanted to win.

Now that we are approaching the end of the school year, we are raising our aim, we now wish to impress the audience. Our chief goal is to gain attention for the ideas we express. Perhaps we look nice, perhaps we gesture effectively, perhaps our voices are pleasing; these are merely vehicles by which to make ideas impressive. All of them fail in their purpose unless we planted our ideas in the minds of others. Now we strive to serve a cause, not merely to win a contest.

O. W. Kolberg,
Editor, The Rostrum, in the April 1946 number.

NFL WINNERS

Continued from Page 188

catine, Iowa; Wm. Vobach, Hammond-Clark, Indiana; Richard Kelton, Beverly Hills, Cal.

NATIONAL FINALS

Marjorie Skelton, Princeton, W. Va.; Paul Roth, Asheville, North Carolina; Mary Jane Tompkins, Dayton-Fairmont, O.; Barbara Minikheim, Syracuse-Central, N. Y.

REGIONAL FINALS

Calvin Petersen, Minneapolis-Henry, Minn.; Howard Downs, Independence, Missouri; David Coburn, Sewanee Military, Tenn.; Bill Thompson, Cheyenne, Wyoming; Oren O'Neill, St. Francis de Sales, Colo.

REGIONAL PARTICIPANTS

W. Thayer Gault, Dover, New Jersey; Louis Mandarino, Monessen, Penn.; Richard Markus, Kenosha, Wis.; Violet Gustafson, Omaha-Benson, Nebr.; Raymond Grew, Spokane-Lewis and Clark, Wash.; Gale Prentice, Sioux Falls, S. D.

ORIGINAL ORATORY

WINNERS

Frank Vande Velder, Andrew Jackson High School, Jacksonville, Fla.; Margaret Lang, Madison, South Dakota; John Payne, Poughkeepsie, New York; Jere Bruner, Bath H. S., Everett, Ohio.

NATIONAL FINALS

Nancy Gossage, Nashville-East, Tenn.; Lynne Scott, Modesto, California; Martin Haley, Chisholm, Minnesota; Harry McMillan, Bristow, Okla.

REGIONAL FINALS

William Mitchell, St. Vincent Prep., Pa.; Frank Grabowski, Laconia, New Hampshire; Richard Greuel, Sheboygan-North, Wis.; Patricia Ahern, Omaha-Central, Nebr.; Marion Dougherty, Independence, Mo.; Shelley Beard, Greenville, No. Carolina; Albert Mann, Spokane-Lewis and Clark, Wash.; Charles Mulcahy, Regis H. S., Waterloo-West, Iowa.

REGIONAL PARTICIPANTS

Elliot Senderoff, Passaic, New Jersey; Marvin Ebel, Denver, Colo.

ORATORICAL

WINNERS

Barbara Ann Frank, Longmont, Colo.; Stanley Lark, Jennings, Missouri; Clifton Trimble, Nashville-Lipscomb, Tenn.; Morton Schnitzer, Beverly Hills, Cal.

NATIONAL FINALS

Jean Hansen, Minneapolis-Henry, Minn.; Joseph Murphy, Chaminade H. S., New York; Eugene Waye, Trenton-Catholic Boys', N. J.; Annette Stein, Ottumwa, Iowa.

REGIONAL FINALS

John Hendersen, Springfield, Ohio; Delphine Force,

Turn to Page 197

Remarks for the Good of the Order

WHAT IS THE EASIEST WAY TO LOSE DEBATES?

By George M. Musgrave

Perhaps this ought to be called "A Story with a Moral." It has one. A few years ago I happened to be a spectator at a high school debate in Indianapolis. The topic is of no particular importance; the thing one is not likely to forget is the way one of the teams threw away the debate.

The affirmative team was composed of three men, two mediocre debaters and one star. The star was given the rebuttalist's post, in line with the usual theory. That was the mistake, or one of them.

About half way through the constructive speeches I began to squirm in my seat, not because of cracks in the seat or the wearing of long underwear, but because the affirmative was completely failing to assert that its plan had any advantages. The negative wasn't too good, but at least the team was showing certain disadvantages in the affirmative proposal.

At the end of the constructive speeches, I leaned over and whispered to the coach of the negative team, "Your team's already won the debate." He wasn't so sure. He whispered back that the affirmative's best speaker was the rebuttalist, and that there was no telling what might happen in rebuttal. The point he missed was this: The affirmative had failed, in its constructive speeches, to even assert that its plan would bring about any advantages. In the rebuttals, such new constructive arguments were illegal. Therefore there was no possibility of the affirmative winning, regardless of what happened in the rebuttals.

The affirmative rebuttalist was marvelous. He tore the negative disadvantages to shreds. He tried to cover up his own team's weak position, but it was no use. The judge was perfectly aware that the affirmative had failed to establish reason for adopting the plan, and, on that basis, correctly awarded the decision to the negative.

I promised that this story would have a moral. Here it is: Placing your best speaker in the clean-up position is fine if your other speakers give him the necessary material with which to work. No amount of brilliant rebuttal will compensate for failure to provide the necessary constructive argument.

WHY NOT TRY WRITING TO IMPROVE YOUR DEBATING?

A few years ago all of us, more or less, abandoned the written, memorized speech in debate. Facing skilled, and expressive thinkers of the extempore type, the committed speech was a dodo. It was a set-up for a smart debater who knew his stuff, and who could take advantage of the pre-digested arguments and make them taste particularly nauseous! And there did succeed in the heydey of extempore debating excellent debates that really fought out the issues and were of high caliber. But of late, we seem to notice too much platitude, too much sophistry, too much shallow thinking and popular appeal to shallow pated ideas. We seem to notice too much palaver of the cunning and strategic type and too little evidence, fact, knowledge, and solid thinking. Why is this?

Are we just growing gabby and over-fluent? Are we putting too umch stress on glibness? Can we always disguise laziness and lack of information with wordiness? Once it was a motto of debaters that there is no substitute for intelligence. Is one showing intelligence in seeking to win with glibness instead of evidence? We think not. We think we need to get back to stronger and better thinking. But how?

Well, we'd like to recommend wide reading and persistent research on a debate subject. Not just enough reading to get by or to stave off the coach and to manage to get taken to the tournament. But enough preparation to win some debates when we arrive at the meet. A second way to improve as a debater is to do a great deal of writing out of arguments. Writing that seeks to put things in the briefest, most straight forward and effective way of saying them. Organizing the arguments into a well stated speech is a fine way to grow mentally and expressively. It is one of the best ways to grow. If you are really ambitious to be a first string debater, try it.

SUGGESTIONS TO JUDGES OF DEBATE—SOUTHERN CALIFORNIA DEBATE LEAGUE

1. Debate is essentially a contest of reasoning and argument. The primary consideration is evidence and argument in proof of a proposition. Delivery and manner of presentation are secondary. Declamation contests emphasize delivery and manner; debate, oratory and extempore speaking emphasize content. In debate the poorest speaker can yet win the debate if he is the clearest thinker and can adequately convey his thoughts to the judge.

The paramount consideration in judging a debate, the debaters and their debating are: the ability to analyze the proposition and to offer effective proof for the basic contentions necessary to prove, or disprove, the proposition; the amount and the quality of the evidence used to prove, or disprove, the proposition; the arrangement of this evidence; the ability to analyze the case of the opposition and to disprove their major contentions; the ability to support one's own contentions against the attack of the opposition.

2. A growing tendency to use "canned", or written, speeches is very much to be deplored. Only the first affirmative speaker should have a memorized talk. Any second affirmative speaker or either negative speaker who obviously reads directly from a written speech is to be severely penalized. The degree of such penalty shall be left to the discretion of the judge. (This, of course, does not apply to quotations, statistics, etc.). With the exception of the first affirmative speaker, the debaters should adapt their constructive arguments to the case presented by their opponents. Note: (1) This does not mean that all periods but the first affirmative, are rebuttal periods. (2) It does mean that the constructive evidence submitted and developed by both negative debaters and by the second affirmative debater should be constructive material directed against the basic contentions of the opposition. There must be a clash of arguments. Failure of the negative to clash with the opposition should be penalized.

Good debating would mean that the debaters must think rapidly and clearly, organize their material and speak extemporaneously and have a background of research in proof or disproof of the proposition *in the light of the opposition's case.* The art of debate is the art of extemporaneous argument and speaking; therefore, we repeat: read or memorized second affirmative or negative speeches which do not meet the opposition's case should be severely penalized.

3. Judges should remember that the debaters are debating each other, not the judge. Debaters should meet the arguments advanced by the opposition; they need not answer the arguments in the mind of the judge. However, misquotations, false statistics, manufactured instances and false evidence should be discounted and the team penalized severely. The debaters are not to convince the judge, but they are to sustain their case against the attack of the opposition.

4. Caution: Judges must *not* offer advice and suggestions to debaters until they are eliminated from the tournament. It is permissible to offer personal suggestions as to posture, gestures, debate courtesy, etc., at the conclusion of the debate, but *no* comments concerning arguments should be made until the team has been eliminated.

DEBATE TECHNIQUES

BASIC CASE POSSIBILITIES IN A QUESTION OF POLICY

By George M. Musgrave

The organization of debate cases can be simplified when one remembers how few basically different case possibilities there are.

Affirmative

There is only one basic affirmative case in a question of policy. The affirmative must always propose a change; it must always recommend a plan of action. This plan of action is established by the topic itself as the minimum the affirmative may propose. The affirmative, of course, may go beyond the minimum requirements outlined by the topic, and it may work out the details as it desires. Sometimes considerable latitude is permitted the affirmative. But regardless of the manner in which the details of the recommended plan of action are worked out, the affirmative must always propose and support some such plan.

Negative

The negative has a choice between two basically different case possibilities. These possibilities are (1) support of the *status quo,* and (2) support of a counterplan. That is, either the negative can favor conditions as they are now, with possible slight modifications, or it can favor condiitons as it proposes to make them under some other plan. There are no other possibilities.

Sometimes we read or hear about a negative case based on pure refutation. Such a case is actually support of the *status quo,* for the defeat of all proposals for action would result in conditions being left as they are.

Since in every debate the negative must take one stand or the other, I like to hear teams tell the audience at the outset what they propose to support. This clarifies matters for the other team, for the judges, and for the audience by letting them know what the negative team is trying to accomplish.

The Clash

When the affirmative proposes a plan of action and the negative supports the *status quo,* the debate quickly boils down to a clash on the relative merits of the affirmative plan and present conditions. The burden of proof is on the affirmative to show that its plan is better and therefore should be adopted. This clash may be organized in terms of the asserted advantages and disadvantages of the affirmative proposal with respect to the *status quo.*

When the affirmative proposes a plan of action and the negative supports a counterplan, the debate boils down to a clash on the relative merits of the affirmative plan and negative counterplan. The burden of proof is on the negative to show that its plan is better and therefore the affirmative plan (which the negative does not deny to be better than the *status quo*) should not be

adopted. This clash may be organized in terms of the asserted advantages and disadvantages of the counterplan with respect to the affirmative plan.

It should be recognized in each instance that nothing is "good" or "bad" in itself. A set of conditions can be good or bad only *in relation* to some other set of conditions. Thus the affirmative proposal can be discussed only in relation to something else, *i. e.*, the *status quo* or a counterplan.

By keeping these possibilities in mind, teams should find it possible to clarify, both for themselves and for their listeners, the cases they are attempting to establish.

MAKING IT EASIER FOR THE JUDGE AND AUDIENCE

By George M. Musgrave

Have you ever heard a debate judge who sounded a little bewildered in his comments at the end of the debate? Have you ever heard remarks from the audience showing complete lack of understanding of the significance of some argument? I have, and probably we all have.

It is useless to blame this situation on the judge or audience. Persons with experience in the field know how to record systematically the arguments presented and their answers, but persons without much experience do not. If the debater wants the members of the audience to follow his line of reasoning, he must present his arguments in such a way that they can do so without notes. And if the debater expects to win the *decision* each time he wins the *debate,* he must present his arguments in such a manner that even inexperienced judges can follow his case.

Several articles have appeared explaining a type of case outline which I believe effective in organizing the case clearly. But clearcut organization of case is not enough. There must be clearcut presentation as well.

In a debate last spring on the compulsory military training question, the negative team spent some time in its first constructive speech calling attention to the cost, in dollars, of the training program. It was pointed out that an expenditure of that magnitude is justifiable only if the plan brings about certain benefits worth the price. The negative contended that no such benefits would result. In other words, the cost was presented by the negative as one of the disadvantages of the program that must be outweighed by advantages in order to justify adoption of the plan. In this particular debate, the negative, having brought up the argument, promptly forgot about it. It wasn't mentioned again in the debate by either team. A qualified judge, of course, would note that the argument was not refuted, and chalk it up as a disadvantage established by the negative. But I'm inclined to think that few persons in the audience remembered the argument by the time the debate closed, and if they did remember it, they probably did not understand its significance in showing that the plan should, or should not, be adopted. Certainly an inexperienced judge would either forget it or not know what to do with it.

The point is this: If the argument was worth bringing up in the first place, it should have been reiterated again and again, with especial emphasis on the fact that the affirmative had not answered it. If the argument was not worth this emphasis, then it should have been omitted entirely.

Having recognized the mistake, what, specifically, should the team do to avoid it in future debates?

First, a team in debate should bring up only those arguments that it really wants to establish. Ordinarily two or three asserted advantages or disadvantages in the proposed plan are plenty. Dragging in other arguments which are to be quickly abandoned serves only to confuse the judge and audience, and to weaken the team's own position.

Second, a team in debate should keep pounding those two or three points home at every opportunity. I like to hear a debater summarize his team's two or three contentions at the beginning and end of each speech. Note that I said, "his *team's* contentions", not just the arguments that he personally discusses. And then at the end of the debate, the last rebuttal for each side should usually be given over entirely to summary. A good rebuttalist can summarize his own team's contentions, their refutation by the opposition, the counter-refutation by his own team, until reaching the point where the arguments stand at the close of the debate. He concludes by showing that his own team's case remains standing. A top-notch rebuttalist can go farther. He can give a double summary—showing, step by step, not only that his own team's case remains standing, but that the opposition's case has fallen on each of its points, or on enough of them. He concludes by showing that, on this basis, the proposed plan should or should not be adopted.

With this type of presentation, an intelligent member of the audience can readily see what the teams have demonstrated, whether the audience knows anything about debating or not. And with this kind of presentation, even inexperienced judges are apt to see which of the teams succeeded in showing that the plan should (or should not) be adopted, and therefore which of the teams did the better debating. Why not make it easy, instead of tough, for the judge and audience?

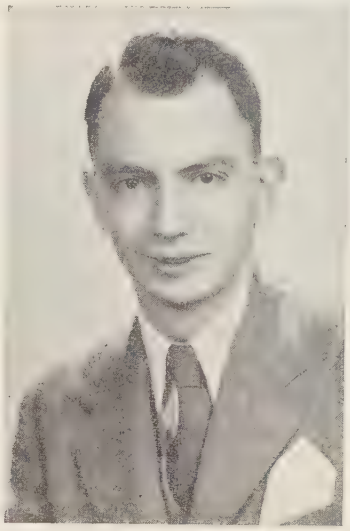
WAIL OF THE TOURNAMENT WINDJAMMER!

The Judge was sold;
We'd said enough!
We kept on talking,
And he called our bluff;
We'd been all right but for that "bone",
Oh, why didn't we let well enough alone!

TECHNICALLY SPEAKING

Question Box or Department of Technical Information

GEORGE McCOY MUSGRAVE, Editor



HERE ARE THE ANSWERS

CONTINUING our plan to answer, or attempt to answer, questions about debate or speech contests that readers send in, three more of general interest appear below. Your own questions are welcome:

1. *Whatever happened to the proposal that appeared some time ago in The Debater's Magazine for two debate topics a year, instead of one? Has anything ever been done about this?—S. P. C.*

The problem is more acute in the case of college debating than in high school debating, for the high school topic is announced in the spring, while the college topic is not announced until fall. This gives college debaters little time to prepare for early fall tournaments, unless a second topic is chosen for fall use. This very thing is being done this year by the Western Association of Teachers of Speech, and the topic will probably be used nationally during the fall on an unofficial basis.

On the whole, however, the problem is more than one of timing. If debaters are to have fresh, stimulating material with which to work all year around, more than one topic is needed; a new topic each semester would seem about right.

Thre is always a great deal of inertia surrounding a change, and this instance is no exception. The editors of this magazine do recommend the proposal as worthy of serious consideration.

2. *Is it ever permissible for a debater to interrupt his opponent's speech?—L. E. H.*

Customs differ in different parts of the country. However, regardless of the locality, there are two circumstances in which an interruption seems proper.

First, in Oregon style debating, the questioner should certainly interrupt if the person answering tries to make a constructive speech in the questioning period, or if he digresses from the question.

Second, in any form of debating, the negative may interrupt if the last affirmative rebuttalist takes unfair advantage, since the negative has no more speaking time of its own. "Unfair advantage", in this connection, would perhaps be flagrant misquotation or a violation of rules by the affirmative. An example would be deliberate delay by the affirmative until the last affirmative rebuttal in making its *initial* refutation of some important negative argument. Such a delay would be unfair because it would prevent the negative from replying, while the affirmative could have answered earlier had it so chosen. It might be mentioned that unless the negative does interrupt, the judge should make no distinction between the last affirmative rebuttal and any other rebuttal speech. To do so would be to deprive the affirmative of one speech.

In order to obtain the floor, the speaker merely rises, addresses the chairman, and says, "Mr. Chairman, may I have the floor for a moment to call attention to what we believe is a violation of rules?" The time consumed by such an interruption, and the affirmative's comment in reply, is not counted.

3. *Do any two people agree about the extent to which strategy should be used in debate? What is strategy, anyway?—F. P. L.*

There are many slight differences of opinion, but on the whole I don't think persons in the field disagree as much on this point as might be supposed. Just about every text since 1914 has considered strategy of some

sort legitimate. The disagreement crops up when we try to define the term.

Shaw ("Art of Debate", Allyn and Bacon, Boston, 1922, p. 365) says, "Strategy in debate, like strategy in war, consists of arranging and directing one's forces in such a way as to gain an unexpected advantage over an adversary in respect to the conditions of fighting."

Lahman ("Debate Coaching", H. W. Wilson, New York, 1936, p. 171) says, "Strategy may be defined as using one's resources in such a way as to gain an unexpected advantage over opponents." Note the word, "unexpected".

Nichols and Baccus ("Modern Debating", W. W. Norton, New York, 1936, p. 234) says, "Whether one is considering offensive or defensive strategy, there are two underlying principles always present: power and deception. We can illustrate this fact readily by referring to the game of football where we have 'power' plays or 'straight' football, and 'trick' plays or surprise attack."

Harlan ("Strategic Debating", Chapman and Grimes, Boston, 1940, p. 13) says, "The fundamental principle of debate strategy is to come forth with 'something new under the sun'."

In my own book, ("Competitive Debate: Rules and Strategy", H. W. Wilson, 1945, p. 78), I wrote, "Strategy, as employed here, is the art of placing one's opponent at a disadvantage through a case or an angle of approach that he does not expect. Strategic debating is to conventional debating as the lateral pass in football is to the run through center. An entirely unexpected case is presented and by the time the opposition grasps what is going on, the runner is off for a touchdown."

Hugo Hellman has some comments on the subject which are well worth publishing:

> You are certainly right in associating strategy with surprise, but I think you could be "righter". When you say that in trying to pin down specifically some form of debate strategy you always find it is based on surprise, you are saying, I think, that it involves, includes and produces surprise. Hash involves onions, includes meat and produces indigestion, but it is no one of these things—hash is hash, and presuming that it always begins with onions we would mislead a lot of apprentice cooks if we say: "Now, hash is based on onions."
>
> I frankly admit that my notion of strategy in debating is rather vague in general—a term with so much meaning that it has very little meaning. Strategy, to me, includes everything from selecting for the first affirmative a good looking female with a tight sweater to avoiding quoting the Pope's encyclicals before a Protestant minister judge.
>
> To me, the essential elements in strategy are the finesse and ingenuity in which we package our logic and evidence like cellophane and pretty ribbons. Maybe my definition should be simply good and rather smart audience and opposition psychology.
>
> That, of course, is what it means to me—which, of course, does not alter what it really is.

Hellman's definition appeals to me despite my own earlier one, which was probably too narrow.

Some authors have maintained that "the first type of strategy is an overwhelmingly powerful case". Frankly, I just can't see anything strategic about such an approach. Every team tries to prepare "an overwhelmingly powerful case", and to me it is just plain, straight, garden-variety debating.

So while there undoubtedly are some differences of opinion on the subject, the differences appear to be minute in comparison to the points of agreement as illustrated by the quotations.

Readers who have ideas about topics that should be discussed here are invited to send their questions to the magazine at Redlands. Whether matters of fact or opinion, we'll do our best to answer them.

Our Project Corner

THE VARSITY DEBATE RESEARCHERS

By HUGO E. HELLMAN

THE Varsity Debate Researchers is a project of the Marquette chapter of Delta Sigma Rho. As a matter of fact, it came into being as a result of a chance remark by a past president of the Marquette chapter, made one spring evening as a carload of debaters and their coach were returning from one of Professor Henry L. Ewbank's national Delta Sigma Rho tournaments at Madison, Wisconsin.

The president was Ray Aiken. The topic under discussion was debate handbooks, and the chance remark was his observation that most debate handbooks then being written were very badly done and that he could most certainly do a better one.

One thing led to another, and within a week in that spring of 1938 the senior members of the Marquette squad were hard at work "researching" on the high school debate question for 1938-39. By September of that year, some 150 pages of material had been gathered, mimeographed, and bound and were ready for circulation in the high schools. The book was not an instantaneous success, but it was well received and picked up immediately some very enthusiastic supporters among high school coaches.

The objection to the handbooks then current was that they were mainly masses of quotes, pro and con, and that the debaters in using them came to rely on quotes entirely and did too little thinking of their own. It was voiced by a limerick published as a dedication on the inside cover of the first book:

"To a young debater named Coates
Whose case was filled up with quotes,
But the spaces between
And rebuttals were lean,
So the judges never gave him their votes."

This was followed with another line or two to the effect that it was "background this boy was needing . . a background of wide and deep reading." So the opus was not called a handbook, but a "background book," and aimed to provide, instead of masses of quotes, a background of wide and deep reading for the debater.

As examples of this approach, in the book on Post War World Organization published in 1942 when the proposition was on the establishment of a Federal World Government, chapters were included which made analyses of the League of Nations, World Alliance, plans for regional federation, Mr. Streit's "Union Now," and several others. This issue also included a unit on the problem of prosperity, with chapters on colonial empires, the have and have-not nations, the demand for "Lebensraum" and the meaning and significance of population pressure.

In 1944 when it came to writing on the proposition of Lowering the Voting Age, it was found that there was no real "background" on the question. All that was available was speculation. There was nothing in the way of evidence, outside of that from authority. In order to furnish something in the way of real objective evidence for the debaters to get their teeth into, the Varsity Debate Researchers undertook a survey. With the aid of political scientists and educational experts in the field of testing, they devised a test of political information and administered it to more than 1000 adults and teenagers in the Wisconsin area. The test furnished some objective statistical evidence for showing the relative amount of information possessed by the 18-year-olds as compared with adults—something in the way of real evidence for the debating. The results of the test were not only published in the Background Book for that year, but were also widely publicized in newspapers, magazines and legislative reference materials dealing with problems of the electorate.

Since the production of the first Background Book in 1938, the project has become a tradition for the Marquette chapter, and a book has been produced each year. The quantity and quality of the contents, as well as the intensity of the researching for it, have broadened in successive seasons, and now it runs annually some 250 pages. In the meantime there has been a steadily increasing demand, and in the 1945-46 season it was used by some 750 high schools in 44 states.

In 1943 the activity was broadened to include a coach's manual which sets forth some twenty varieties of debate activities aimed, as the preface puts it, "at keeping the members of an energetic and enthusiastic high school debate squad busy and happy as they go about the business of preparing for their debates."

Financially, the project began with an annual deficit, made up each year by the chapter sponsor. Later the project was temporarily subsidized by the university in the fall until the accounts were paid up in the spring. At present the project is self-supporting; and if the popularity (and therefore the circulation) of these books continues to grow, there are high hopes in the Marquette chapter that someday the Background Books may provide all or part of the budget for Marquette's intercollegiate debating activity.

As conceived by the university, however, the project is a non-profit enterprise. It has a two-fold objective. The first and primary one is to render a service to high school debating. The second is to provide a very worth while educational activity for the members of the Marquette debate squad in the dull spring period that follows the season of active intercollegiate debating.

NFL WINNERS

Continued from Page 191

Seton Hill Academy, Pa.; Boyen Beckel, Madison, South Dakota; William Berringer, Sheboygan-North, Wis.; Vic Brown, Cheyenne, Wyoming; Charles Pendell, Oklahoma City-Classen, Okla.

REGIONAL PARTICIPANTS

Joanne Zander, Omaha-Benson, Nebr.; Reed Dowdle, Nampa, Idaho; Lloyd Hand, Houston-Milby, Texas.

DRAMATIC

WINNERS

Rae June Decker, DuQuoin, Illinois; Bob Schiebe, Dayton-Oakwood, Ohio; Margaret Urban, Kenosha, Wis.; Barbara Eager, Syracuse-Central, N. Y.

NATIONAL FINALS

Marcella Schwartz, Miami-Senior, Fla.; Ann Stewart, St. Mary's H. S., Denver, Colo.; Donald Harris, Maplewood, Missouri; Norman Willner, Beverly Hills, Calif.

REGIONAL FINALS

Ethel Sucre, Centerville H. S., Penn.; Eugene Waye, Trenton-Catholic Boys', N. J.; Marilyn Sloan, Oskaloosa, Iowa; Lora Lou Mead, Omaha-Benson, Nebr.; Edgar Phills, Bramwell, W. Va.; Mary A. Burton, Paris, Tenn.; Beverly Harper, Classen H. S., Oklahoma City; Donald Ulrich, Cheyenne, Wyoming.

REGIONAL PARTICIPANTS

Frank Grabowski, Laconia, New Hampshire; Alvin Busse, Ft. Wayne-Elmhurst, Indiana; Gale Prentice, Sioux Falls, So. Dakota.

HUMOROUS

WINNERS

Jim Titus, Canton-McKinley, Ohio; Catherine Johnson, Classen H. S., Oklahoma; Don MacIlvaine, Trenton-Central, N. J.; Alfred Hart, Maplewood, Missouri.

NATIONAL FINALS

Cecile Blankenship, Ottumwa, Iowa; Margie Ward,

Turn to Page 206

News Notes and Personals

For the first time in the history of California speech contests, a state-wide meet was held this year (April 6) at Bakersfield. The state is organized for two big NUEA tournaments, one southern at Redlands and one northern at College of Pacific, Stockton. This year, in order to have California represented at the regional NFL at Denver and at the national at Northwestern University, Evanston, Ill., if winners at Denver, the two sections got together under the directorship of E. R. Nichols of Redlands and Edward S. Betz of College of Pacific. The hosts were Leonard McKaig and E. L. Hedgecock, coaches at Bakersfield. For a report of the winners see the Tournament Division.

Herschel B. Sarbin, a senior at Western Reserve University, Ohio, was the winner of the National Peace contest. He received a cash prize of $2,500 and a trip to Washington where he received the congratulations of President Truman. Sarbin is 20 years old, and has been active in debate and oratory during his high school days at Masillon, Ohio, as well as in college. Also he has maintained a high scholarship record. Among his other honors are president of the Student council, of the Seniors, managing editor of the college annual, and tennis champion.

William R. Parker has joined the speech staff of Oregon State College, Corvallis. Mr. Parker was a captain in the Army but had begun teaching in the San Bernardino schools upon his discharge, when the opening at Oregon State arrived. Mr. Parker has an A. M. in speech from the University of Redlands.

Grant Redford, who was last year at Montana University and formerly at Branch Agricultural College, Cedar City, Utah, has joined the speech staff at the University of Washington.

Milton Dickins, formerly at Syracuse, joined the speech faculty at the University of Southern California as an assistant professor March 1.

Lt. John C. Snidecor, U. S. N. R., who was due for separation in February and is scheduled to resume active duties in speech at Santa Barbara State College, California.

Some of the poems of the late Hoyt H. Hudson of Princeton University Speech and Debate have been gathered into a handsome volume called "Celebration" and published by the Grabhorn Press, 1335 Sutter St., San Francisco 9, Calif.

Prof. James A. Winans is planning to retire from active teaching and will reside at Ithaca, New York. He will spend the summer at Lake Placid.

Wilbur Gilman has resigned from the University of Missouri and will remain at Queens College, where he is chairman of the department of Speech and Drama.

Dr. Charles F. Lindsley of the Speech Department of Occidental College is Acting Dean of the Faculty at present. Dr. Norman Freestone is looking after the Speech Department while Dr. Lindsley is absent from his teaching duties.

Miss Velma Linford of Laramie High School, was recently elected president of the Wyoming Speech Teachers Association.

Dr. Harold Lillywhite, formerly head of the Department of Speech at Minnesota State Teachers College, Moorehead, Minn., has recently joined the Speech staff at the College of Pacific, Stockton, Calif.

Vern Emerson is the new head of the Speech Department at Walla Walla College, Washington.

The Arizona Intercollegiate Speech Association revived its annual conference and tournament under the presidency of Klonda Lynn, Associate Professor of Speech at the University on March 22-23 this spring.

Wilbur E. Moore of Central Michigan College of Education, was a member of the summer school Speech faculty at College of Pacific.

Mabel F. Gifford is the new President of the Western Association of Teachers of Speech.

Southern California Teachers of Speech are mourning the loss of Elizabeth E. Keppie of Pasadena Junior College, who died April 19, 1946.

Dr. Robert Plummer, former coach at Tempe State Teachers, Arizona, is now with the Phoenix Public Schools in charge of Speech correction.

NATIONAL FORENSIC LEAGUE NOTES

NFL has just conferred a national honorary membership on Dr. Bower Aly of the Speech department of the University of Missouri. Dr. Aly has for a number of years edited the NUEA Debate Handbook on the National High School subject and is honored for his valuable and devoted service to high school debate. This is the seventh honorary national membership the NFL has bestowed.

A. E. Keiber of Davenport, Iowa, high school and Hazel Hatch of Enid, Okla., high school have just been added to the list of NFL Diamond Key coaches. They are numbers 13 and 14.

The Distinguished Service Key award for February went to M. A. Markert, principal of Jennings Junior high school and sponsor of the Jennings NFL chapter since 1936. He is a graduate of Washington university.

The February chapter leaders were: Virginia high school, Minnesota; Cheyenne, Wyo., in the Rockies, and Sioux Falls, in South Dakota. St. Benedicts led in

New Jersey in March, and Freeport was tops in northern Illinois. Bakersfield, Calif., received a plaque for being highest in California at the Redlands tournament March 29-30.

Wiley K. Peterson, former coach at Bakersfield high, Calif., was a judge at the state-wide speech contests held at his old high school April 6. Mr. Peterson is superintendent of a local high school near Bakersfield, and is a candidate for county superintendent of public instruction in the June elections.

NFL is offering a trophy at the national contests at Evanston May 6 to the high school with the best record for continued excellence in speech. The leading contenders are: DuQuoin, Ill.; Elgin, Ill.; Lincoln, Ill.; Davenport, Iowa; Topeka, Kan.; Masillon, Ohio; Oklahoma City-Central high school; Kenosha, Wis. Kenosha won.

New chapters: North Canton high school, Ohio; Clayton high school, Mo.; Oakland high school, Calif.; Knox high school, Ind.; Colorado Military school, Denver, Colo.; Medford high school, Wis.; Miami-Edison high school, Fla.; Hailey high school, Ida.; Wagner, S. D.; Cookeville high school, Tenn.; Worthington high school, Ohio; Yankton high school, S. D.; Seminole high school, Okla.; Flemingsbury, Ky.; Kaukauna, Wis.; Laboratory high school, Terre Haute, Ind.; St. Benedict's high school, Pittsburgh, Pa.; St. Elizabath academy, St. Louis, Mo.; John's Creek high school, Pikesville, Ky.; Lava Hot Springs high school, Ida.; Seabreeze high school, Daytona Beach, Fla.; Clear Fork high school, Concord, W. Va. Of the above high schools the following are reinstatements: Knox, Wagner, Cookeville, and Seminole.

Oscar W. Kolberg, editor of the *Rostrum,* presents his resignation in the March, 1946 number. At the end of his term he will have completed four years of service as editor. The new editor will be chosen by the executive committee of NFL from among the applicants for the position.

The Rev. Thomas H. Long of St. Benedict's, Newark, N. J., heads the list of the NFL's first 20 coaches in the March issue of the *Rostrum.*

Robert Zusy, St. John's high school, Milwaukee, led the February honor roll and maintained it in the March number. Joseph Zanetti, Sacred Heart high school, California, is clinging to second place.

Student leaders honored in February were: Elver Pearson, St. Benedict's, New Jersey; Marilyn Meyer, St. Joseph academy, Seton Hill, Pa.; Douglas Fisher, West End high school, Nashville, Tenn.; Roy O. Kelly, Bristow high school, Okla. In March they were: Dick Hinterleiter, McKinley high school, Canton, Ohio, William J. Mitchell, St. Vincent Prep, Pa.

Kenosha, Wisconsin won the National Speech Trophy awarded for consistent work in forensics of a high grade by the National Forensic League at the National Contests at Northwestern University at Evanston, Illinois, May 3-6.

Harold G. Ingham, of Kansas University, active secretary of the NUEA, was recently made an honorary National Member of the National Forensic League in appreciation of his services to national high school debate.

The last distinguished Service award of the NFL went to Mrs. Irene Lighthiser, of Orlando, Florida. Mr. Lighthiser is a graduate of Butler College, Indiana, and has done graduate work in speech at Indiana University. She has served as president of the Florida Association of Teachers of Speech.

R. I. Pearce, coach at Ravenna High School, Ohio, has been awarded the diamond key by NFL. Pearce has a seven year record of successful coaching at Ravenna.

The Rev. Thomas S. Long of St. Benedict's Preparatory, Newark, New Jersey, also joined the NFL diamond Key gang recently. Rev. Long is a well known New Jersey leader in forensic circles.

High schools leading their districts in April and May were Springfield in Tennessee; Independence in Missouri; and Elgin in Illinois.

PI KAPPA DELTA NOTES

Dr. Carl Weston McIntosh recently received his discharge from the Army and returns after service in Germany to his speech work at the University of Idaho, Southern branch, at Pocatello.

Glenn R. Capp, who has just returned from Army service to his teaching job as head of speech at Baylor University, Waco, Texas, has an article in the March *Forensic* on speech training in Army schools.

Franc L. McCleur, well known in Pi Kappa Delta circles for his energy and enterprise so that his nickname "Bullett" still sticks now that he is president of Westminster College, pulled a good one out of the hat recently and astounded the rest of the academic world by unveiling the momentous address by Winston Churchill on his campus. Also he had President Harry S. Truman there, and the broadcast of that speech occasion is still ringing around domes and rafters, for Churchill talked right from the cuff about an Anglo-American alliance and we heard the echoes on every street corner.

President Martin J. Holcomb announces a two-day session of the National Council at Greeley, Colo., late in April or early in May. Pi Kappa Delta faces a real problem in resuming its national conventions. Until the hotels are less crowded and the school systems get back on the boards again playing Pa Allen in *Dark of* to hold have been practically impossible.

Sherod J. Collins of Kirksville Teachers', Mo., is back on the boards again playing Pa Allen in *Dark of the Moon,* this time in Chicago.

Iowa Wesleyan, under Dr. Waldo Braden, has resumed its pre-war forensic activities this year and is participating in the various state leagues and regional tournaments with a fair sized squad for the first time since the war interrupted its activities.

R. D. Mahaffey of Linfield College was chosen director and coordinator of speech activities for the Western association at its Hollywood meeting April 18-19. Among his duties will be the organizing of college and high school tournaments to accompany the next meeting of the Western Speech Association at San Francisco next Thanksgiving.

Carl England, formerly host to the Pi Kappa Delta convention at Tulsa in 1932 when professor of speech in the University of Tulsa, is being promoted from assistant professor to professor of public speaking at Dartmouth College.

George V. Bohman, formerly of the National Council of Pi Kappa Delta, was on leave from Dartmouth during the fall term.

The *Quarterly Journal* reports that Willard Wilson is now head of the Department of English in the University of Hawaii. Could that be the Willard Wilson who wrote the oration—Willard Wilson?

Lt. E. R. Nichols, Jr., U.S.N.R., has recently purchased a home in Silver Springs, Md., to get a place to live in while on duty at the Bureau of Naval Operations, Washington, D. C. He is planning to write a thesis on Senator Hiram Johnson for the Speech department at Southern California before leaving the national capital.

Gordon E. Dean, former debater at Redlands, who has since served in the Department of Justice, Washington, D. C., as asssitant to the attorney general, has bought a ranch in California and is now living on it. He recently returned from Germany where he served on the staff of Justice Jackson in preparing for the Axis war criminals trial at Nurenberg.

Donald Sham, also a former Redlands debater, is head economist of the Office of Alien Property Custodian, Washington, D. C. He has recently published several articles in the *American Economic Review*.

Everett Chaffee, who attended the Pi Kap convention at Tiffin, Ohio, as a student debater, has returned from war service to become principal of the Huntington Park high school of the Los Angeles school system. He served in the Army Air corps.

John Marvin Dean, who with Mason Frost won the debate tournament at the Pi Kap National convention at Tulsa, Okla., has returned from service in the Pacific with the Navy and is entering private law practice. He was for a time attached to the office of the U. S. district attorney.

Dr. Bernard L. Hyink, whose article on free trade in our March issue was enjoyed by the college debaters, has just been re-elected to the City Council of Redlands, Calif. Dr. Hyink is director of the Social Science division at the University of Redlands and professor of economics. He has just completed a year as president of the Redlands Rotary Club.

Bob Newman of Kirksville Teachers' and the University of Redlands, who won in debate and extempore speaking at the St. Paul convention of Pi Kappa Delta (the last pre-war meet), is now studying at Corpus Christi College, Oxford, England. He is still in Army service.

Eugene Sill, who will be remembered as a prominent senator in the Pi Kappa Delta congress at the Knoxville, Tenn., convention, recently became the minister of the First Congregational Church at Santa Barbara, Calif.

Lt. Com. James W. Logan, Redlands debater at the Topeka convention in 1938, is the proud father of a baby daughter, Janet Gay. Logan is still with the Naval Aviation corps and is stationed at Whidbey Island, Wash.

Clyde C. Reid, who introduced Pi Kappa Delta to the University of California and almost put his chapter into Pi Kappa Delta, is principal of the evening high school at Hanford, Calif. In college days Clyde won the Southern California oratorical contest.

Joe Ikeguchi, who served in U. S. Army Intelligence in the Chinese theatre, is back at the University of Redlands as a student and recently won second in oratory at the Western Speech tournament at Los Angeles City college April 20.

The Rev. Noel LeRoque of the First Methodist Church of Burbank, Calif., a former debater at Redlands, has recently been active in a youth campaign to raise $225,000 to establish permanent mountain camps in strategic locations throughout the Methodist Conference of California and Arizona.

Helen Braden of the Iowa Alpha Chapter at Iowa Wesleyan, made the nation's headlines with her oration which was entered in the Interstate oratorical. Although she did not win the contest, she caused the greatest discussion and comment, which after all is practical victory. She startled the newspaper world with an attack upon the G. I. as a desirable husband. She said some bitter but truthful things which many a G. I. could take to heart with a profit. Instead, the tendency is to abuse the speaker and even the president of the United Veterans fell into that mistake by saying she was dooming herself to spinsterhood.

The Province of Missouri and of Illinois held a joint meeting last spring, as did the Province of the Lakes and of the Southeast. All the other provinces held separate meetings except the Province of the Upper Mississippi.

J. D. Coon, former National Counsel of Pi Kappa Delta, recently addressed the Young Republican League Convention at LaJunta, Colorado. J. D. was also formerly Republican State Chairman of South Dakota.

Lieut. (j. g.) Keith Case, former director of Forensics at Augustana College, South Dakota, is planning to take his doctorate before going back to his teaching position.

An oration written by Louis Daniels—Cooperation or Conquest—was published in the *Congressional Record* in April. He is a member of the River Falls chapter.

Grant Fairbanks of the department of speech of Iowa joins the staff in speech at the University of Southern California in September.

Prof. Roy D. Mahaffey taught in the summer session speech at Louisiana State University, Baton Rouge, La.

TAU KAPPA ALPHA NOTES

The No. 1 issue of Volume 28 of *The Speaker* of Tau Kappa Alpha appeared in print for the first time since the war March 1946. Lionel Crocker of Denison University is the editor. Most of the number was devoted to the sixth annual Discussion Conference of the order to be held at Purdue University, Lafayette, Ind., May 9-10. An excellent picture of Dr. Wilson Paul, new president of Tau Kappa Alpha, is carried on the front cover.

Dr. Paul attended the Southern Speech convention and makes an interesting report on the meeting in the March 1946 *Speaker*. Dr. Paul is the retiring secretary of the Western association and also attended the Western conference held at Hotel Roosevelt, Hollywood, Calif., April 18-19.

In this issue Tau Kappa Alpha announces new sponsors of the chapters. At Alabama University: T. Earle Johnson; Alabama Polytechnic Institute: J. R. Moore; Bridgewater College, Va.: Fred Dove; Brigham Young University, Utah: Alonzo J. Morley; Capitol Univeristy, Ohio: J. Garber Drushal; Clarke University, Mass.: R. S. Illingworth; Cornell College, Iowa: Seth Fessenden; University of Florida: W. E. Eubank; Hendrix College, Arkansas: O. T. Gooden; Indiana State Teachers', Terre Haute: Kenneth Christianson; Keuka College, New York: L. M. Rice; Lynchburg, Va., W. F. Ferguson; Manchester College, Ind.: Cole S. Brembeck; Moorhead Teachers', Minn.: B. D. Murray; Murray State Teachers', Ky.: L. J. Horton; Occidental College, Calif.: Norman Freestone; Rhode Island State College.: E. Marble; Richmond College, Va.: R. Harlan; Roanoke College, Va.: J. Prufer; Santa Barbara State, Calif.: A. O. Mtichell; Southwestern, Tenn.: G. Totten; Ursinus College, Pa.: Elizabeth White.

The newly elected officers of Tau Kappa Alpha are: Wilson B. Paul, University of Denver, president; Kenneth Christianson, Indiana State Teachers' College, first vice-president; Elbert W. Harrington, second vice-president; Edmund Cortez, third vice-president, and Lionel Crocker, secretary.

The district governors are as follows: Rocky Mountain, A. J. Morley, Brigham Young; North Central, E. D. Schonberger, Lawrence College; Indiana-Michigan, Anna Lindblom, Western State Teachers; Ohio-Ky.-W. Va., J. Garber Druschal, Capitol University, Ohio; Gulf states, Dallas C. Dickey, University of Louisiana; Arkansas-Texas, Virgil Baker, University of Arkansas; Eastern area of South, C. P. Constans; Tennessee, C. H. Farnsworth; Mid-Eastern, Herbert Wing, Jr.

A. C. Hingston, coach at Pacific University, Oregon, took his squad on a trip to the Pi Kappa Delta Province meet at College of the Pacific, Stockton, Calif., and to the Western meet a few days later at Los Angeles City college, Los Angeles, Calif.

University of New Hampshire under Edmund Cortez reports renewed activity in forensics this season.

W. W. Wachtel has granted Tau Kappa Alpha a sum of $5,000 for a period of 10 years to purchase trophies for winners in various contests throughout the country. This sum will be paid in sums of $500 per year for 10 years. Mr. Wachtel feels that his success in life is due in large measure to his ability to speak and he wants to encourage excellence in speaking in the country.

Lionel Crocker taught at Indiana State Teachers College for the first half of the summer term. Elwood Murray was also on the staff at Terre Haute. Kenneth Christiansen has resigned from Indiana State and joined Hale Aarnes at Stephens College, Columbia, Mo.

Prof. Herbert Rahe, of Willamette University, Oregon, spent part of his summer vacation in Indianapolis, Indiana.

DELTA SIGMA RHO NOTES

Kansas University organized a speech club during the last school year and gave it the following duties: (1) To furnish speaking experience for its members at meetings; (2) To provide a speakers' bureau for off-campus audiences and to provide a panel for certain approved campus campaigns; (3) To help implement and promote regular forensic work of the university by providing chairmen, ushers, and committees for entertaining visiting teams, etc. The new club has proved quite useful.

The University of Michigan, under the leadership of Charles W. Lomas, has been developing parliamentary debate and parliamentary assembly discussion in an effort to enlist more audience interest.

Dr. Charles Woolsey Cole, a member of Delta Sigma Rho and a graduate of Amherst College, has recently been chosen president of his Alma Mater.

J. Jeffrey Auer, on leave from Oberlin College, has recently been discharged from the Navy and is now at the University of Wisconsin, where he is completing work for the doctorate in speech.

Dr. C. C. Cunningham, formerly sponsor of debate at Northwestern University, has recently returned to his position as professor of interpretation after a leave of absence during the winter term.

THE YEAR'S CALENDAR

Our next issue will carry a schedule of the tournaments and debate meets, both high school and college, for the new season. Be sure to get your tournament on the list. A reply to the inquiry recently sent to many of you about the tournaments you will hold and attend, is urgently requested.

Book & Magazine Article Reviews

MRS. ELSIE GRACE NICHOLS, *Editor*

YOU CAN TALK WELL

By RICHARD G. REAGER,
Rutgers University Press, 1946

I have just finished reading this latest text from Professor Reager's pen and recommend it to all who wish to improve their ability to speak well.

The book is simple in style and covers the various fields of speech, pointing out common errors and giving specific suggestions in each which would enable one to speak more effectively.

I am impressed with Professor Reager's statement in his preface, that "the suggestions offered in this text have been tried in a laboratory of more than 25,000 adults from all walks of life and professions and represent the findings of twenty-five years of speech criticism."

A glance at the chapter headings will give you a comprehensive scope of the whole text:

I VALUES OF PRACTICAL SPEECH, shows how *effective speaking* influences personality and success.

II CAUSES OF SPEECH INEFFECTIVENESS goes straight to the point, showing you why you are a poor talker and why people in general fail to speak effectively. I use the summary of this chapter to draw your attention to the suggestions to follow if you would talk well:

Never apologize.
Have something to say.
Never repeat ideas.
Develop and increase your vocabulary.
Have a pleasant, interesting voice.
Be direct.
Be relaxed.
Enjoy talking.
Be enthusiastic and sincere.
Organize and plan your speech to accomplish a definite purpose.
Select the right topic.

III BACKGROUND REQUIREMENTS FOR EFFECTIVE SPEAKING is an unusually instructive chapter designed to inform you that "what and how you read will provide you with most of your speech material." An outline of "Do's and Don'ts" enables you to correct faulty reading habits. This chapter also presents the rhetorical forms of speech and if suggestions are followed you will find the material selected from different sources and the oral practice in presenting it before an imagined audience, will be most valuable when the occasion arrives for delivering your speech.

IV SPEECH ORGANIZATION AND PLAN. The author suggests four questions to enable you to select the best issues and strongest supporting material:

1. What do I want from this particular audience?
2. How can this be best accomplished?
3. What are the strongest main issues?
4. When do I want this action from the audience?

V SELECTION OF SPEECH MATERIAL. This chapter must be read in its entirety to see for yourself how many talks fail to be effective because of the speaker's laziness. Because it is easier, the ordinary speaker uses the artificial, shop-worn expressions instead of taking the trouble to have his material fresh, novel and different.

VI PREPARING THE SPEECH FOR DELIVERY. Here Professor Reager reproduces (with the addition of the theories of this text) the Speech Arrow, used some years ago by Professor Lew Sarett of Northwestern University. This is worth your study as it gives the pattern of speech organization and the arrangement for effective speaking.

VII YOUR VOICE AND TONAL QUALITY.
VIII IMPROVING YOUR VOCABULARY.
IX PLATFORM MANNER.
X SELF CRITICISM GUIDE.

We cannot study these chapters without detecting the common errors in our own speaking. If you are in earnest about improving your ability to talk well, spend hours with the SELF CRITICISM GUIDE and follow its suggestions.

The author, in his purpose "to assist in all fields of oral communication" has included the following chapters:

XI THE PRESIDING OFFICER, from club president to committee chairman.
XII PARLIAMENTARY LAW, a real handbook on the subject.
XIII THE BANQUET AND DINNER MEETING.
XIV HOW TO TELL A FUNNY STORY.
XV PRESENTATIONS.
XVI SPEECH OF WELCOME AND FAREWELL.
XVII THE EULOGY.

In Professor's Reager's own words, "Knowledge and use of Speech principles are necessary assets

of any business or profession. A sales talk is a speech. A customer is an audience. A speaker will be a better speaker if he uses principles of good selling. A salesman is a more successful salesman if he uses the principles of good speaking." Hence, the following chapters:

XVIII SELLING AND SALES EFFICIENCY.

XIX THE INTERVIEW.

XX THE BUSINESS EXECUTIVE.

XXI THE WRITTEN REPORT AND PAPER.

XXII THE RADIO SPEECH has a place of its own. I wish all speakers before the microphone had access to these suggestions.

XXIII TELEPHONE SPEECH AND YOUR CONVERSATION. This closing chapter is unique in taking a field of Speech little considered. It is sane and practical in its treatment. Professor Reager reminds us that we seldom stop to think of the telephone as a field for the application of practical speech. "The one thing we all do and the one means we all have for better speech effectiveness is ignored by most of us." He continues, "Listen to the 'Yups,' 'Yeahs' and 'uhuhs,' to the disagreeable tones and even the lack of courtesy in telephone conversations. These vicious habits both in telephoning and in ordinary conversation do not make our talking more effective."

A valuable addition to the text is the appendix, I and II at the end of the book, including bibliography from the various fields of Speech.

AMERICAN CAPITALISM VERSUS RUSSIAN COMMUNISM

Compiled by CLARENCE A. PETERS
for the H. W. Wilson Company

The 1946 Reference Shelf is on our desk—due to the courtesy of H. W. Wilson Company. Mr. Peters has done an unusually careful piece of work on this timely subject.

Anyone attempting to present this subject will encounter so much controversial material that it makes the task a most difficult one. In his preface Mr. Peters writes, "In fairness to all writers on Russia, we have included all shades of opinion. Articles by Communists, by liberals, by unaffiliated apologists, by self-avowed 'red-baiters,' by Socialists and Trotskyists, by business men and economists, and by socialists and philosophers are included. We feel that it is only by a consideration of these differing opinions that any degree of understanding can be reached on this subject."

Chapter headings suggest the contents: Interpretation of Russia, The Soviet Way of Life, The American Way of Life, Criticism of the Soviet System and Criticisms of the American System.

In the first chapter William Henry Chamberlin places the *misinformation* and the *facts* side by side so the reader can really get some place. The Cavalcade of Interpreters is taken from the article by Lewis Gannett, book critic for the New York *Herald Tribune*, in *Survey Graphic*. You won't want to miss this. Europe, Russia and the Future, by the British writer, George D. H. Cole contrasts the Russia of yesterday with the Russia of today.

Under the Soviet way of life you really meet the Russian people and begin to understand their spirit. Law, the individual and property in the U. S. S. R. is given much space. The Soviet policy on national minorities, the Soviet state and soviet democracy and democratic aspects of Soviet government today are the closing sections in *The Russian Way of Life*. If you want information about conditions in Russia Mr. Peters has selected the articles here from authorities and he gives the very best that can be had.

Under the American way of life we have capitalism the creator, nature and future of private enterprise, which is treated in detail, taking up the profit motive and the incentive problems. Capitalism and social change, from an article by Frank T. Carlton, professor of sociology at the Case School of Applied Science notes both the ills and advantages of capitalism. Fallacies about our private enterprise system is a most enlightening section. Competitive Enterprise Versus Planned Economy, by Henning W. Prentis, Jr., president of Armstrong Cork Company of Lancaster, Pa., is outstanding in its treatment of this subject. Wish everyone could read it.

The book closes with the criticisms of both the Russian and American systems. We may conclude that the United States will be out-produced and out-sold by Russia but the facts concerning her inferior products, the lack of modern machinery and inexperienced hands to run it—cause us to take pride in our American system (even with its faults) and hope that free enterprise will again find its place in this country.

The bibliography at end of book is a most valuable addition for teachers and students and for all who want to get the facts concerning American capitalism and Russian Communism.

EXTEMPORANEOUS SPEAKING

By J. M. O'NEILL

THROUGH the courtesy of Harper and Brothers a new book has come to our desk. *Extemporaneous Speaking* will prove invaluable for the student or for any other person who desires to master this type of public speaking. As I finished reading this text I was impressed with the clear and sincere treatment of the subject and the fine balance of the material allotted to the several chapters.

Professor O'Neill suggests that the material in the chapters need not be used in the order given if the instructor wishes to use a different order in presenting it. The text is prepared primarily for the class room.

In his preface the author says that he is convinced

that extemporaneous speaking is *by far the most important type* of *speech today*. That more occasions call for such speech than any other. That the student who has learned to speak extemporaneously can quickly adjust himself to the other types of speech, while the reverse is not true.

In the text it is made clear to the student that there are occasions where extemporaneous speaking is not to be undertaken, as in presenting an extremely complicated subject to an audience where the precise language used is of great importance. Example of the United States President in his address to Congress, a case where he should read his manuscript and not extemporize because of the weight of the subject dealt with and the necessity for everything said to be in writing to avoid any misunderstanding at home or abroad. Speeches on occasions of great dignity or solemnity should usually be read from the manuscript, but the extemporaneous speaker can profit by studying such speeches. The inclusion of the best examples of such speeches enables the student to study them for himself.

Following these examples there is included the best of extemporaneous speeches, in order for the student to compare the two types of speech forms.

The Audience is a chapter full of surprises for some and practical suggestions to the student who would be an effective extemporaneous speaker.

The chapters, Speech Purposes, Speech Material, Speech Plans—suggest the subject matter of each, with examples to clarify the meaning and suggestions to the student, also exercises for him to follow in preparing outlines for his speeches. The author suggests rightly that Chapter VII, Speech Plans, should be assigned early in the study and used throughout the course.

Language in Extemporaneous Speaking, reminds the student that the ability to write well does not mean the ability to speak well. The author points out that *language in speech* differs in many respects from *language in writing*. Language to be effective in speech must be instantly intelligible to the hearers. Follow the writer here as he points out the difference between the occasions of meeting with a word or expression not understood by the *reader* or by the *hearer*. The listener in the audience, who does not understand can avail himself of the help in a dictionary. The examples of extemporaneous speaking, in this chapter showing how the language used is vivid and understandable to the audience addressed, is a partial repetition of Chapter IV. Examples used are the following:

A. Craig Baird, Iowa University, in his address before the National Association of Teachers of Speech in Chicago, 1939; Bruce Barton's *The One Great Issue* and Dwight D. Eisenhower's *Response to Home Town Welcome* at Abilene, Kansas, June 22, 1945. The author makes it possible for you to compare this speech of General Eisenhower's with the one in response to his welcome in New York and also with the one given by him in London.

Farewells and Introductions are given a place in the text with most practical suggestions. Illustrations are well selected. Note Henry Wallace's introduction of Prime Minister Churchill to members of the Senate of the United States.

At the end we find brief chapters on Discussion and Parliamentary Rules. Actual practice is afforded the student here with carefully outlined aids.

In Extemporaneous Speaking I find a real workshop for students who are eager to become effective speakers.

THE ART OF PLAY PRODUCTION

By John Dolman, Jr.
Harper and Brothers

The Art of Play Production by John Dolman, Jr., has been rewritten and brought up to date. This is good news for teachers and students of drama.

Professor Dolman's book has been a favorite in the field for more than 18 years. It is one of the few texts which treats play productions as one of the fine arts. At the same time it provides full treatment of all the more practical phases of acting, directing and staging in its chapters on Preparation for the Play, Planning the Action, Stage Movement and Business, Choosing the Cast, Rehearsal—Blocking Out, Rehearsal—Polishing.

Voice and Diction receives attention, with most helpful suggestions to the director and actors.

Organization Back Stage is worthy of careful study —it goes into detail about the whole business of running the play smoothly. This chapter is an up to date handbook on the subject.

Two chapters, The Genesis of Scenic Art and Modern Tendencies in Scenic Art have very special interest for the amateur. In his preface the author states that the text is designed for "the ambitious amateur who wants to learn how to work with or to build up a permanent and artistic producing group, or for the student who would enhance his appreciation of the theatre in relation to other arts; and to the teacher at any school level who is called upon to teach theatre and produce plays.

An important feature of the book is its choice illustrations, 35 line drawings all either new or redrawn and 32 pages of photographs, all new and many of these never before reproduced.

There has not come to my attention a more thorough treatment of the subject with the actual assistance which you will find in this work of Professor Dolman's. He gathers up as it seems to me the experiences of a lifetime spent in producing plays and shares them with you and me.

Do not fail to read his introduction and the two chapters: *The Principle of Empathy* and *The Principle of Aesthetic Distance*". Then you are ready for *Play Production as Design*".

The cover of the book is unusually attractive—a work of art.

WINNING ORATIONS OF THE INTERSTATE ORATORICAL ASSOCIATION, 1946

Edited by KENNETH G. HANCE,
Northwestern University, Evanston, Ill.

This pamphlet, published annually since 1933, contains the winning orations of both men and women from nine states now competing in the Interstate Oratorical Association. The states are: Ohio, Indiana, Illinois, Iowa, Nebraska, Minnesota, Michigan, Missouri, and South Dakota. The number also includes the record of the first three places for each division since 1939. The Interstate is the oldest intercollegiate contest organization, having been formed in 1874. Two volumes of first place winners were published several years ago by Crane and Company, of Topeka, Kansas, and are two of the most valuable volumes of records which the Speech profession has.

The publication of all the state winners entering the Interstate each year is an excellent thing, will prove to be a most valuable record, and every educational institution should have a copy in its library for future reference. Individual lovers of oratory will also want copies, and teachers who direct this activity will want copies available to their students.

Of the orations themselves, a cursory examination shows that the problem oration is still the popular type, but that the personalized story or experience type is becoming a popular way to treat a problem or an idea that would become in the old days a philosophic type of oration. The winning oration in the women's section is a problem type oration: *A Symphony of Hate.* The men's winner—*On Getting Along With the Russians*—is the new type of personalized story of experience, emphasizing the things learned and applying them to a thesis—we must get along with the Russians.

All the orations are well written, interesting, and planned well for delivery.

THE COLLEGE ORATORY WINNERS

Since 1874 the colleges of the Middle West have held the Interstate Oratorical Contest annually. This is the oldest contest organization in the college field. In the past it has been won by students who have become some of the nation's best known and honored statesmen, ministers, lawyers, governors, teachers, and leaders. Among them are such men as Robert M. LaFollette, Sr., Senator for many years from Wisconsin; Governor Yates of Illinois; Bishop Edwin H. Hughes, and Dr. Blaisdell, President of Pomona College, and many others.

The roster of this year's winners in the states and in the interstate follows:

THE INTERSTATE WINNERS

The Interstate Oratorical Finals were held at Northwestern University, Evanston, Illinois, April 25 and 26, 1946. The interstate is a system comprising the entire section known as the Middle West. State contests are held first and the winners assembled into interstate contests, the survivors enter the finals. This intercollegiate organization began about 1875 and is the oldest of all the contests organizations of the country.

WOMEN

First—Lou Ann Lloyd—A Symphony of Hate—Illinois Wesleyan.

Second—Annis Korpi—A Noble Profession—Hamline University, Minnesota.

Third—Ella Mae Sizer—That God Forgot to Wind—Nebraska State Teachers, Kearney.

OTHER CONTESTANTS

Helen Braden—Iowa Wesleyan.
Vivian Douglas—Wooster College, Ohio.
Suzanne Filer—Manchester College, Indiana.
Helenmae Kahn—Albion College, Michigan.
Helen Halter—Representing Missouri.
Anna Ruth Lang—Representing South Dakota.

MEN

First—Bob Underhill—On Getting Along With Russia—Manchester College, Indiana.

Second—James Ashbrook — How Would You Have Them?—Denison University, Ohio.

Third—Bob Parkin—Weep No More My Lady—Kearney State Teachers, Nebraska.

OTHER SPEAKERS

Robert G. Reed—The Ordinary Average Citizen—Kalamazoo College, Mich.

Earl Miner—Look in a Mirror—Iowa Wesleyan.

George McGovern—From Cave to Cave — Dakota Wesleyan.

Kenneth D. Bryson—Northern Illinois State Teachers.

Thomas Hughes—Macalaster College, Minnesota.

Ray Lavery—William Jewell, Missouri.

NORTHERN ORATORICAL LEAGUE

The Northern Oratorical League is an organization of large universities of the Middle West, commonly known as the Big Ten.

Held at Indiana University, Bloomington, Indiana, May 10, 1946.

First—William B. Branch—Strange Fruit—Northwestern University.

Second—Ruth Harriet Koch—Yesterday or Tomorrow Iowa University.

Third—Frederick C. Collins, Jr.—The Belle Tolls for Thee—Indiana University.

The winning state orations of 1946 entered in the Interstate, both men and women, are published in a pamphlet collection by the Interstate Oratorical Association, edited by the secretary, Kenneth G. Hance, of the School of Speech of Northwestern University and may be obtained by writing to him. The record of the first three places since 1939 of both divisions are included. The Oratorical Association has printed an annual volume of orations since 1933.

THE NEW NATIONAL COLLEGE QUESTION

Here is the 1946-47 Intercollegiate Debate subject. Number 1, Labor Sharing Management, won first. The following letter from the national chairman of the Question Committee tells the story:

Muskingum College,
New Concord, Ohio,
September 3, 1946.

To the members of National Intercollegiate
Debate Question Committee:

The "National" intercollegiate debate question for 1946-47 is:

> Resolved that labor should be given a direct share in the management of industry.

This qusetion received three firsts (Delta Sigma Rho, Tau Kappa Alpha, and unaffiliated schools) and two seconds (Pi Kappa Delta, and Phi Rho Pi). Federal World Government (No. 2) received one first (Pi Kappa Delta) and the Veto Power (No. 3) one first (Phi Rho Pi). Thus the labor question is in the lead. If the total rankings of all of the schools regardless of their grouping, are added together for each question, the labor question is also in the lead.

In accordance with the constitution, the committee members of each fraternity are responsible for seeing to it that the member-schools of that fraternity are notified of the question selected. Usually a designated fraternity officer, such as the secretary or president, sends out the notification.

Thanking you very much for your helpful co-operation in this whole business of selection and notification, I remain

Cordially yours,
Signed—CHARLES R. LAYTON,
Chairman National Debate Question Committee

NFL WINNERS

Continued from Page 197

St. Francis de Sales, Colo.; Garth Lof, Omaha-Benson, Nebraska; Mary Chaffin, Nashville-Litton, Tenn.

REGIONAL FINALS

Albert Shiffler, Norwin, Pa.; George Znaidowsky, Laconia, New Hampshire; Ralphael Goldstein, Sioux Falls, S. D.; Joel Redlin, Eau Claire, Wisconsin; Anne Willis, Terre Haute-Garfield, Ind.; Marcell Schwartz, Miami-Senior, Fla.; Edward Walther, Santa Rosa, Cal.; Tommy Slough, Cheyenne, Wyoming.

REGIONAL PARTICIPANTS

Arlene Baum, Jeffersonville, N. Y.; Jack Rehm, Nampa, Idaho; Jeanette Harrison, Kearney, Nebraska; Edgar Phipps, Bramwell, W. Va.

PI KAPPA DELTA NATIONAL CONVENTION

Secretary George W. Finley announces in the recent all Pi-Kap news letter carrying the ballot on the debate subjects that the long deferred and awaited Pi Kappa Delta National Convention will be held at Bowling Green, Ohio, with the college of that name as host next April 6-11.

This will be a departure from recent custom just preceding the war when a big hotel was picked as headquarters and the use of a high school for the contests was obtained in some sizable city such as Tulsa, Okla., or Topeka, Kans. Bowling Green is not a large city such as St. Paul, Minn., in which the last pre-war convention was held. Here, ostensibly, the college buildings and dormitories and commons will be used for the convention during a vacation period. This method of getting around the hotel shortage will recall the early conventions of Pi Kappa Delta, which were held on college grounds and in college buildings. The last convention of this type was at Tiffin, Ohio in 1928. It was too big for one campus so part of it was held at Westerville, Ohio, and another part at Berea, Ohio. In reality the last of the old style of convention was held at Indianola, Iowa, at Simpson College. The convention at Peoria was a transition toward the hotel type which followed shortly after. Only two divided conventions were held: the Colorado convention in 1926 and the Tiffin, Ohio, convention in 1928. The Wichita meet in 1930 was the first of the hotel type.

CHANGE OF PLAN

The Nichols Publishing House will change the plan announced in the advertisement of the back cover page of this issue, and will merge the Western and National questions into one book instead of preparing two. The Western question is such excellent background for the national question that one book on the labor question with an additional bibliography and some selections directly on sharing management and on profit sharing render the forthcoming book practical and informing for both questions.

The delay occasioned by this merging of the two questions in one book will not be great. The informed debater needs the strike and national legislation background to understand the significance and meaning of labor sharing management. Some of the best explanatory and critical articles to be found will be added to the books as originally planned, together with a bibliography on the national subject.

LAST MINUTE NEWS NOTES

Harold Harding has left George Washington University for the University of Ohio and joins his old chief, Prof. Hayes Yeager once again.

The Editor had a pleasant half hour with Dean Charles R. Layotn, being shown around the Muskingum College campus on his return trip from Washington,

D. C., to Redlands, Calif. Dean Layton had just finished the work on the National Question and was busy getting ready for the opening of college September 11th. By the way, Muskingum is a beautiful place; has a lake in the middle of the campus, and like all the rest of us is wrestling with the problem of G. I. housing.

Prof. Ray Ehrensberger, head of Speech at University of Maryland, College Park, reports that he has lost his Speech correction teacher and is desperately looking for a replacement.

Washington State College has just added to its speech staff the following new members: J. S. Crandell, former debate coach at University of Illinois; Remo Fausti, former debater at W.S.C.; H. S. Hanna, former debate coach at University of South Dakota; and Louis Sandine, former debate coach at Chaffee Junior College, and a debater at College of Pacific, Stockton. It surely wouldn't be out of place to say Washington State likes its debaters.

The members of the National Debate Question Committee for the colleges this year were: For D. S. R.—W. Roy Diem, Ohio Wesleyan; Richard Murphy, University of Illinois. For T. K. A.—Lionel Crocker, Denison University; George Beauchamp, formerly at Manchester College, Indiana;. For Pi Kappa Delta—Forrest Rose, S. E. Mo. Teachers; and Wilbur Moore, College of Education, Mt. Pleasant, Mich. For Phi Rho Pi—William Black, Olympia, Wash.; and Clifton Lines, Madison, S. D., G. A. Kirkham, Winfield, Kans. (Really should be but two members) and unaffiliated group—Dean Charles R. Layton, Muskingum College, Chairman of the Committee for 1946-47.

P. Merville Larson is regretfully leaving his position at Texas State College of Arts and Industries to become head of the speech department in the Teachers College at Carbondale, Ill. He is, however, rejoicing over his return to a Pi Kappa Delta chapter while hunting for someone to take his place at Kingsville.

Carl Weston McIntosh, '36, has just been advanced to the office of Head of the Southern Branch of the University of Idaho, at Pocatello. The former head has resigned to join the Education Staff of General MacArthur for the rehabilitation of Japan. McIntosh is looking for a new Speech man and debate coach for the Southern Branch.

William R. Parker is joining the Speech Staff at the University of Redlands, and will take charge of Radio and Dramatic production and help with Freshman Speech.

Carl Dallinger of Park College has changed to the University of Dubuque.

Robertson Strawn has left Kearney State Teachers College for the Pittsburgh State Teachers of Pittsburgh, Kansas, where he has entered the Speech department.

The schools and colleges of Denver, Colorado, are delaying their fall opening because of a polio epidemic which has caused several deaths in the city.

Lawrence T. Holman, former debater at Pasadena College, is the new debate coach at Bethel-Peniel College at Bethany, Oklahoma.

Elwood Ramay has succeeded Raymond S. Lutrell as director of debating and speech contests at Mark Keppel High School, Alhambra, California.

Nancy Rankin, U. of R. '40, has accepted a position in the Speech Department of Nebraska Wesleyan for the coming year.

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DISCUSSION, PUBLIC SPEAKING AND DEBATING

Continued from Page 144

details; brief biography, including interests).

Speech 2—Personal experience (designed to encourage self-expression on a familiar subject).

Speech 3. — Description and appraisal of a speaker (designed to encourage observation of speakers and to set up standards of appraisal).

Speech 4.—Presentation of a point of view (designed to reveal attitudes and to encourage thinking on controversial subjects).

Speech 5.—Demonstration of a process (designed to develop proficiency in exposition and in the use of articles which can be handled).

Speech 6.—Lay-out (designed to develop proficiency in the use of bodily action—walking, use of hands and arms).

Speech 7.—Light-torch" (described in Sarett and Foster, *Basic Principles of Speech*,[3] designed to develop vocal variety, directness, and ease).

Speech 8.—"Sky-rocket" (also described by Sarett and Foster; designed to develop those factors mentioned above, also proficiency in narrative, descriptive, and argumentative speaking).

Other speeches may include heckling situations, open-forum periods, short debates, blackboard demonstrations, and projects using various kinds of visual aids, e. g., maps, pictures, drawings, and charts.

In any event, experience has shown that if the speech assignments represent a progression with respect to difficulty and to standards of criticism, the students will be constantly carried to new levels of effort. Each new speech will thus be a new challenge, not just another platform assignment; and in addition, all of the factors covered in the textbooks will eventually be included in the scope of the assignments and be incorporated in the critiques of the teacher.

DEBATE

A classroom course in debate constructed according to the point of view previously described will probably consist of lectures, classroom recitations, single speeches, debates, and quizzes. As previously suggested, the body of principles will be presented by means of lectures and demonstrations by the teacher and by means of textbook readings and recitations based upon these readings. Probably such topics as the following should be included: the nature of argumentation and debate and their place in everyday life, the proposition, investigation, analysis, case, outlining, evidence, reasoning, fallacies, composing argument, meeting arguments (refutation), delivery, types of debate.

If it be assumed, as in the case of public speaking, that considerable time should be devoted to speechmaking on the platform, the course in debate should probably devote at least three periods per week to this type of activity. Experience has found that individual speeches of advocacy are probably the most profitable as starting points for this course. These will inevitably lead into statements of difference of opinion, with the result that debates on vital propositions will emerge with little or no apparent effort. These debates may be in the traditional form (constructive and rebuttal speeches) or in such variations as the cross-question and legislative types, until the students have become somewhat familiar with the basic principles of debate. At this point there may well be experimentation with the various forms of debate in order that the advantages and disadvantages of each, together with the special problems of each, may be explored through actual participation. As in the case of the assignments in discussion, the propositions for debate may well vary with the interests of the teacher and the students, the issues of the hour in school life, and the more important social questions in national life.

In the event that the course in debate should be conceived as being the training ground for the varsity debaters of the school, it may be well to erect a program that will dovetail with the proposition selected for interscholastic debate. In this case some sequence of assignments similar to the procedures employed in the conduct of an extracurriculum program in debate may prove to be useful. Perhaps one of the most satisfactory will be that described in "Adapting 'The Teaching Cycle' to Debate" by Kenneth G. Hance,[4] in which a series of projects readily adapted to either a class or a debate squad is described in detail.

Either as a separate project or, better, as an integral part of projects in conjunction with legislative debate, abundant opportunity should be provided for practice in parliamentary procedure. Through the medium of legislative debate, which centers in a proposition (a motion), the students may gain competence in the mechanical aspects of parliamentary law and also may gain an appreciation of the important democratic principles underlying this activity.

PLAYS and READINGS

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